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ABSTRACT

In the fall of 1993, Quebec's Heritage College implemented a reception and integration (i.e., "d'accueil") session to help first term incoming students identified as "at-risk" and "undecided" succeed in their collegiate studies. This report describes the development and implementation of the project, focusing on program courses, guidance- and orientation-related activities, and make-up courses designed to better prepare at-risk students to enter regular programs upon completion of the integration program. The first section describes eight objectives and resulting actions for the reception and integration session. The second section reviews the project methodology, while the third provides definitions of important terms. The fourth section provides the profile of at-risk and undecided students developed for the project, while the fifth section profiles program components designed to address the needs of at-risk students, highlighting program objectives, recommendations, an introductory course on the principles and techniques of learning, and time and career plan management. This section also profiles components designed for undecided students and those lacking prerequisites, describing objectives, recommendations, and time and career plan management. The final section lists recommendations from the project for the college as a whole, as well as for student services, academic services and faculty, and community-related issues. Appendixes include the questionnaire developed to identify at-risk students, preliminary student survey results, fall 1993 session data, and motions adopted at the academic council. Contains 168 references. (TGI)

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ED 389 360

SESSION D'ACCUEIL REPORT

1994

Heritage College
Hull, Quebec

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Heritage College

JC 960 005

SESSION D'ACCUEIL REPORT

1994

A Study of At Risk and Undecided Students and Strategies for Success
at Heritage College

Kim C. Tysick, Education Advisor

June, 1994

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INTRODUCTION

In July 1993, the Ministere de l'Enseignement Superieur et de la Science allotted funds to each CEGEP for the development and implementation of a Session d'accueil et d'integration (ie. Reception and Integration Session). It was left to the discretion of each CEGEP how to best use the designated funds.

The goal of the Session d'accueil was to help first-term incoming students identified as "at risk" and "undecided" succeed during their collegial studies. As directed by the Ministry, the Session d'accueil was to be comprised of courses common to all programs, guidance and orientation related activities as well as make-up courses stipulated in the College Education Regulations. Once identified, students would enrol in the Session d'accueil for one or two semesters depending on their individual needs. The integration session would, therefore, serve to better prepare identified students to enter a regular program upon completion.

At Heritage College, a full-time, in-house, Academic Advisor was released for five months to conduct a needs analysis and develop a plan of action for Fall 1994.

The following objectives provided the guidelines for the project:

1. To develop a comprehensive research base for the Session d'accueil
    - to determine "how" other institutions identify "at risk" and "undecided" students
    - to highlight strategies that are being used to help identified students succeed
2. To design questionnaires/surveys to be used when meeting and interviewing "probationary" students and meeting with first-year students, departments and services.
3. To formulate a plan of action for the Session d'accueil in accordance with the research findings and institutional climate
    - propose program profiles for "at risk" and "undecided" students
    - propose elements of an institutional policy to support the Session d'accueil
    - submit recommendations

SESSION D'ACCUEIL

OBJECTIVES AND RESULTING ACTION

Eight specific objectives were established, at the outset of this project.

OBJECTIVES:

1. To develop a comprehensive research base (ie. the transition from high school to college and the college experience) upon which the Session d'accueil can be built.

2. To determine "how" other institutions identify "at risk" and "undecided" students.

3. To highlight the strategies that are being used to help identified students succeed.

   Resulting Actions:

   i) Extensive Review of Literature **Completed**
   ii) Bibliography **Completed**
   iii) Collection of Resource Materials **Completed**

4. To design questionnaires to be used when meeting and interviewing "probationary" students and meeting with remaining first year (second semester) students, departments and services.

   Resulting Action:

   Development of:

   i) Department/Service questionnaire (63 of 93 surveys were completed and returned yielding a 68% response rate) **Completed**

   ii) Student Survey (195 of 318 surveys were completed yielding a 61% response rate) **Completed**

   iii) Probationary Survey (42 of 56 surveys were completed yielding a 75% response rate) **Completed**

5. Through meetings and interviews, identify specific characteristics associated

with Heritage College "at risk" and "undecided" students and determine their needs.

Resulting Actions:

i) Department/Service Report of Findings **Completed**
ii) Profiles of the "At Risk and "Undecided" student **Completed**

6. To formulate a plan of action for the Session d'accueil

Resulting Actions:

i) Recommendations **Completed**
ii) Proposed program outlines for the Session d'accueil **Completed**
iii) Institutional policy **To be Completed**

7. To seek final approval of profiles and recommendations from Academic Council and the Board of Governors

Resulting Actions:

Presentations have been scheduled for:

i) May 31, 1994 - Management **Completed**
ii) June 2, 1994 - Academic Council **Completed**
iii) June 22, 1994 - Board of Governors

8. To prepare for implementation of the Session d'accueil in August.

Resulting Action:

Ongoing preparation to end of contract (June 4, 1994)

METHODOLOGY

The initiation of this research project in January 1994 warranted a back-study. Information was drawn form a population of 318 students identified as the total number of students who entered Heritage for the first time as of Fall 1993 and with no previous Cegep experience. Transfer students (ie. form other Cegeps) and students who registered for the Summer 1993 session, for purpose of this study, were excluded from the total population.

Data from the high school transcripts for each of the 318 students was inputted into a data base. The data was then merged with the final Fall 1993 academic results of each of these students along with the responses from the a student survey that was also developed and administered during classes. Selected data and survey questions focused on academic, family, economic, social and cultural factors that may have impacted on academic performance as per the review of the literature.

One hundred and ninety-five of three-hundred and eighteen surveys were completed and returned yielding a 61% response rate for the total student population. This population was further sub-divided into probationary and non-probationary students. Of the ninety students identified as probationary due to failing more that 50% of their credits for the Fall 1993 semester, only fifty-six returned for the january 1994 semester. Forty-two of the fifty-six probationary students completed and returned the questionnaire yielding a 78% response rate

Interviews were also conducted with these students. Time did not permit the researcher to contact the thirty-four probationary students that did not return to Heritage for January 1994.

A department/service questionnaire was also developed. The questionnaire provided direction to the meetings held with each Heritage department and service and encouraged unput from all members of the Heritage community regarding "at risk" and "undecided" students. Ninety-three questionnaires were distributed. Sixty-three surveys were completed and returned yielding an 68% response rate.

The review of the literature, the input of the high school transcript data, the student survey results, probationary student interviews, and the results of department/service meetings and questionnaires provided the necessary information for development of program profiles, recommendations and a plan of action for Fall 1994.

DEFINITIONS - SESSION D'ACCUEIL

The following definitions are meant to provide individuals with a common base of understanding. More comprehensive definitions of the at risk and the undecided student accompany the profiles.

At Risk Student:

A student who is academically underprepared as well as emotionally, socially and/or economically disadvantaged and thus pre-disposed to non-academic success.

Undecided Student:

A student who requires self assessment, educational and occupational information gathering and the acquisition of decision making skills.

Total Population: (total of 318 students)

Refers to the total number of students who entered Heritage for the first time as of Fall 1993 with no previous Cegep experience. Transfer students (ie. from other Cegeps) and students who registered for the Summer 1993 session, for purposes of this study, are excluded from the total population.

Probationary Student: (P) (total of 90 students)

A student who entered Heritage as of Fall 1993 and failed more than 50% of his/her credits.

Two groups of probationary students exist:

1. Those who failed more than 50% of their credits and returned for the Winter '94 session (total of 56 students)

2. Those who failed more than 50% of their credits but did not return for the Winter '94 session (total of 34 students)

Non Probationary Student (NP) (total of 228 students)

A student in good academic standing.

Success

Success as defined by the Ministère de l'enseignement superièur is "persevering and completing studies and obtaining a diploma within a reasonable time frame". As a result of the reform, the Conseil Supérieur de L'éducation has forecasted the following:

1. By the year 2000-2001, 60% of students registered at College will graduate before they reach the age of twenty-five.
2. By the year 2000-2001, 70% of Secondary School graduates will be accepted into Cegep before they reach the age of twenty.

Remedial Education

Refers to programs, courses and activities designed for entering students who lack minimum reading, writing and/or oral communication skills, mathematical skills, study skills and/or other basic skills necessary to perform at the entering college level as defined by Heritage.

THE "AT RISK" STUDENT PROFILE

A review of the literature reveals that most models of student risk are built upon single risk factors eg. low incoming grades, negative self image or poor study/work habits. Risk is dynamic, constantly changing over time and contributes to a range of outcomes (McGillan 1). Although single risk factors such as low incoming grades are used widely to target potential student difficulty, they are inadequate in explaining the complexity of risk. In fact, many at risk students possess average and above average grades.

A student can, however, be identified as at risk of non-academic success due to a combination of the following factors:

1. Deficient in specific skills

    - low incoming grades
    - poor academic history
    - poor reading and writing skills
    - poor notetaking skills
    - poor time management skills
    - poor problem solving skills

2. Poor or negative self concept combined with an expectation of failure

3. Unrealistic self appraisal

4. General lack of familiarity with academic requirements and the demands of the institution

5. Often are first generation college and therefore may lack understanding and support from family and friends

6. Absence of peer group and role models

    - friends do not attend same school or do not attend school
    - peers do not consider education to be important

7. Multiple non-academic matters impact on success

    - finances
    - family/employment responsibilities

8. Perceive that they have little or no control over significant issues in their lives (Carr 11)

9. Are currently or could soon become separated from family or external community support systems

10. Limited world views

11. Unable to perceive sufficient and significant similarities between those who constitute their community's leadership and themselves (Carr 11)

12. Report that they do not enjoy school

13. Express dissatisfaction with courses

14. Have problems with teachers

15. Do not participate in extra-curricular activities

    - less attached to the institution

16. Participate less in classes than other students

17. Skip classes

18. Feel they do not fit in

Students may possess a number of the above attributes along with the following:

1. prosocial behaviour
2. autonomy
3. sense of purpose and future
4. the help of a mentor who facilitates resiliency through:

    - unqualified caring and support
    - high expectations concerning student's ability to mature and to learn
    - respect for the student's ability to contribute to the environment (Benard 5)

These students will survive academically due to their resiliency (ie. protective factors) or invulnerability .

Students who are less resilient or vulnerable display the opposite attributes in combination with the at risk factors previously identified:

1. low social skills
2. poor problem solving skills
3. lack of personal power or control
4. sense of having no potential therefore no direction

Both groups can be "At Risk" but their specific attributes will determine whether they possess the skills and perseverance to move ahead or get caught in the situation, at hand (Carr 16).

THE UNDECIDED STUDENT PROFILE

As a result of "downsizing, the disappearance of life long careers, the recession, the variety of choices available and less clearly defined values" (Ministère de l'Enseignement 17), students are more confused than ever. It has become increasingly difficult for students to decide which program to enrol in or which career path to commit to. Consequently, students require more time to explore and find their niche. Post Secondary institutions must, therefore, assume greater responsibility for student guidance (ie. personal and career goals).

An undecided student:

1. Has many interests

2. Does not understand why he/she is confused

3. Experiences difficulty or cannot make decisions regarding academic and career goals

    - requires help to identify the significant factors affecting personal career decisions

    - is unsure of program selection and/or career direction

4. Lacks familiarity with methods or ways of pursuing interests

5. Possesses little or no career research experience

    - no understanding of how to initiate career research, the importance of career research, how to identify resources or how to prepare for an interview

6. May lack basic academic abilities

7. May lack interest and motivation

8. Typically makes the following comments:

    - I know what I want to do, but not what program
    - I know what program I want but not what I want to do
    - I don't know what I want as a program or as a career
    - I used to know what I wanted but not anymore
    - I know what my parents want but not what I want
    - I know what I'm good at, but I don't know what to do with it
    - I don't know if I am good at anything
    - I'm interested in a different program every day
    - I know what I want but I'm not good at any of the courses in the program

PROGRAM PROFILE (AT RISK)

OBJECTIVES:

This program profile has been designed:

1. To increase the basic skill levels (eg. English, Math etc.) of identified students
2. To provide identified students with the tools for a reasonable chance of success
3. To teach students how to learn (eg. learning styles, reading textbooks, notetaking, study skills etc.)
4. To help students develop a sense of purpose and future
5. To familiarize students with the resources available to them

Recommendations

1. Classes must be kept small (no more than 20 students)
2. Students should carry a reduced workload
   - 4 -5 academic courses plus physical education dependent upon student situation
3. Students should be assigned to a mentor or advisor as early as possible
4. All courses offered must be credit bearing courses
5. Students should be identified for the upcoming semester via the Nelson Denny, academic record (ie. less than 65%) and math placement, if required
6. Students should be strongly encouraged/advised to enrol in the session d'accueil but not forced

Program 081.01 Session d'accueil (At Risk)

F-94
1st Semester

603-___	ESL (English Second Language) OR
	Remedial English OR
	English
109-___	Physical Education
360-902	Introduction to the Principles/Techniques of Learning AND/OR
360-109	Time management and Career Planning

Study Hall or Tutorial (scheduled into timetable)

Select **ONE** or **TWO**

499-420	Introduction to Computers
399-350	Introduction to the World of Psychology
699-607	Introduction to Spanish
599-511	Introduction to Drawing
602-___	Remedial French OR
602-010	French
	Remedial Math OR
	Physics Makeup
	Chemistry Makeup

360-902-85

INTRODUCTION TO THE PRINCIPLES AND TECHNIQUES OF LEARNING

2-1-3

Objectives: This course has two objectives:

i) it is intended to help students acquire and improve upon the intellectual activity which they must follow, assimilate, and master if they are to be successful college students;

ii) the acquisition of effective and permanent methods of learning require that students be able to make the link between techniques of learning and the theory, or the conceptual framework which supports them.

Content: The content of this course derives from four disciplines: psychology and pedagogy, mother tongue and philosophy. These fields of study provide the basis for the different elements of the content. These are:

i) theoretical and scientific elements related to the methods and phenomena of learning.

ii) the formal presentation of the results of learning.

iii) the methodology and techniques related to the acquisition of knowledge.

More precisely, this course will enable students to improve performance by consider the following:

- organization and planning of learning activity;
- grasping the essential elements of knowledge;
- proper expression of acquired knowledge and the acceptable presentation of this in a prescribed format;
- techniques of acquisition of knowledge;
- the steps of the intellectual process;
- the utilization of educational materials;
- writing exams and applying what has been learned;
- general qualities of intellectual activity;
- planning and executing research.

360-902-85 **2-1-3 2,00**

INTRODUCTION AUX PRINCIPES ET AUX TECHNIQUES DE L'APPRENTISSAGE

OBJECTIFS

Ce cours poursuit un double objectif : en premier lieu, il vise à aider les élèves à acquérir et à améliorer les méthodes de travail intellectuel dont ils ont besoin pour suivre, assimiler et réussir leurs diverses activités d'apprentissage ; par ailleurs, l'acquisition de méthodes d'apprentissage efficaces et durables requiert de la part des élèves qu'ils puissent faire le lien entre les techniques d'apprentissage proprement dites et les théories scientifiques ou le cadre conceptuel qui les soutiennent.

CONTENU

Le contenu de ce cours provient de quatre principales disciplines : la psychologie et la pédagogie, la langue maternelle et la philosophie. Trois champs d'études viennent caractériser l'étude de chacun des éléments de son contenu :

- l'aspect théorique et scientifique des méthodes et du phénomène de l'apprentissage ;
- l'aspect formel de présentation des résultats de l'apprentissage ;
- l'aspect méthodologique et technique lié au processus d'acquisition du savoir.

Plus précisément, le cours d'Introduction aux principes et aux techniques de l'apprentissage permettra aux élèves d'améliorer leurs performances et d'approfondir leurs connaissances de base dans des activités intellectuelles telles :

- l'organisation et la planification de ses activités d'apprentissage ;
- la saisie des idées essentielles d'un discours et d'un texte ;
- la mémorisation des éléments de savoirs essentiels recherchés au terme de l'activité d'apprentissage ;
- l'expression juste des connaissances acquises et la présentation adéquate de celles-ci dans les formes prescrites ;
- les techniques d'acquisition du savoir ;
- les étapes de la démarche intellectuelle ;
- l'utilisation du matériel scolaire ;
- la passation des examens et l'application des connaissances acquises ;
- les qualités générales du travail intellectuel ;
- la planification et la réalisation du travail de recherche.

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360-109-91 1-2-2 1,66

TIME AND CAREER PLAN MANAGEMENT

OBJECTIVES

To manage one's time and career plan. More specifically: to be aware of and understand the main concepts of time management; recognize the four steps of time management; establish a personal strategy of time management by way of certain methods; recognize the importance of time management. Familiarize oneself with the various steps in the establishment of a career plan; understand the reasons behind the establishment of a career plan; establish the assessment of one's career; become aware of structuring and implementation processes of a career plan; recognize the benefits of a career plan; discover the various sources of information and professional assistance available for the structuring and implementation of one's career plan; discover the significance of career management as a lifestyle.

CONTENT

Theory
Concepts utilized in time management: productivity, efficiency, time, energy, management ability, professional ability; the four steps to time management: planning, organisation, delegating, and control; time log; time wasters; strengths and weaknesses in one's use of time; planning stages of an action plan.
Definition of career concepts: steps in establishment of a career plan; analysis of the career; personal evaluation; exploration of external factors; sources of information; professional assistance (counselling in training, academic orientation, equivalences...); the role of training and self-improvement; implementation of a career plan: requirements for success, obstacles, adjustments.

Labs
Practical applications.

360-109-91 **1-2-2 1,66**

GESTION DE SON TEMPS ET DE SON PLAN DE CARRIÈRE

OBJECTIFS

Gérer son temps et son plan de carrière. Plus spécifiquement: comprendre et s'informer sur les principaux concepts de la gestion du temps; reconnaître les quatre étapes de la gestion du temps; s'initier à l'élaboration d'une stratégie personnelle de gestion du temps par l'implication de certaines méthodes; prendre conscience de l'importance de gérer son temps. Se familiariser avec les étapes de l'élaboration d'un plan de carrière; comprendre les raisons incitant à établir un plan de carrière; établir le bilan de sa carrière; s'initier à une démarche de structuration et d'implantation d'un plan de carrière; prise de conscience des avantages à planifier sa carrière; découvrir les différentes sources d'information et de recours possibles à une aide professionnelle dans la structuration et l'implantation de son plan de carrière; découvrir la signification de la gestion de sa carrière comme philosophie de vie.

CONTENU

Théorie

Concepts utilisés en gestion du temps: rendement, efficacité, temps, énergie, compétence de gestion, compétence professionnelle; les quatre étapes de la gestion du temps: la planification, l'organisation, la délégation et le contrôle; journal de temps, chronophages; forces et faiblesses de son emploi du temps; étapes de la planification d'un plan d'action. Définition des concepts de la carrière; étapes de l'élaboration d'un plan de carrière: analyse de la carrière; évaluation personnelle, exploration des facteurs externes; sources d'information: aide professionnelle (conseil en formation, en orientation scolaire, en reconnaissance d'acquis...), le rôle de la formation et du perfectionnement; implantation d'un plan de carrière: conditions de réussite, barrières, ajustements.

Laboratoire

Applications pratiques.

910828

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PROGRAM PROFILE (UNDECIDED)

OBJECTIVES:

This program profile has been designed:

1. To permit exploration of various program areas with options to select pre-requisite courses for admission into other programs
2. To help develop greater self awareness through analysis of various personality characteristics, interests, competencies, skills, aptitudes and values
3. To provide occupational and academic information
4. To aid in the development of decision making skills
5. To foster understanding of the process of career research and gain an appreciation of available career resources
6. To encourage development of long range and short term goals along with a strategy for working toward these goals

Recommendations:

1. All courses offered must be credit bearing courses
2. These individuals will be difficult to identify until we develop a specific tool. Students should be referred to an Academic Advisor or Counsellor for consultation at any point prior to the admissions procedure, during the admissions procedure and any time thereafter
3. Full academic load is encouraged (ie. 6 academic courses plus physical education)
4. Selections offered must be as varied as possible to encourage exploration

Program 081.01 Session d'accueil (undecided)

F-94
1st Semester

603-___	English OR
602-010	Remedial English OR
	ESL (English Second Language)
602-___	French OR
602-010	Remedial French
109-___	Physical Education
345-___	Humanities OR
340-___	Philosophy (Optional)
360-109	Time Management and Career Planning

Select TWO (if Humanities or philosophy selected above)

Select THREE (if Humanities or Philosophy not selected above)

Selection to be determined by scheduling committee with understanding that selection must be as varied as possible and representative of the many disciplines available at Heritage.

360-109-91 1-2-2 1,66

TIME AND CAREER PLAN MANAGEMENT

OBJECTIVES

To manage one's time and career plan. More specifically: to be aware of and understand the main concepts of time management; recognize the four steps of time management; establish a personal strategy of time management by way of certain methods; recognize the importance of time management. Familiarize oneself with the various steps in the establishment of a career plan; understand the reasons behind the establishment of a career plan; establish the assessment of one's career; become aware of structuring and implementation processes of a career plan; recognize the benefits of a career plan; discover the various sources of information and professional assistance available for the structuring and implementation of one's career plan; discover the significance of career management as a lifestyle.

CONTENT

Theory
Concepts utilized in time management: productivity, efficiency, time, energy, management ability, professional ability; the four steps to time management: planning, organisation, delegating, and control; time log; time wasters; strengths and weaknesses in one's use of time; planning stages of an action plan.
Definition of career concepts: steps in establishment of a career plan; analysis of the career; personal evaluation; exploration of external factors; sources of information; professional assistance (counselling in training, academic orientation, equivalences...); the role of training and self-improvement; implementation of a career plan: requirements for success, obstacles, adjustments.

Labs
Practical applications.

360-109-91 1-2-2 1.66

GESTION DE SON TEMPS ET DE SON PLAN DE CARRIERE

OBJECTIFS

Gérer son temps et son plan de carriere. Plus specifiquement: comprendre et s'informer sur les principaux concepts de la gestion du temps; reconnaitre les quatre etapes de la gestion du temps; s'initier a l'elaboration d'une strategie personnelle de gestion du temps par l'implication de certaines methodes; prendre conscience de l'importance de gerer son temps. Se familiariser avec les etapes de l'elaboration d'un plan de carriere; comprendre les raisons incitant à établir un plan de carriere; etablir le bilan de sa carriere; s'initier à une démarche de structuration et d'implantation d'un plan de carriere; prise de conscience des avantages a planifier sa carriere; decouvrir les différentes sources d'information et de recours possibles a une aide professionnelle dans la structuration et l'implantation de son plan de carriere; decouvrir la signification de la gestion de sa carriere comme philosophie de vie.

CONTENU

Théorie

Concepts utilises en gestion du temps: rendement, efficacite, temps, énergie, competence de gestion, competence professionnelle, les quatre etapes de la gestion du temps: la planification, l'organisation, la delegation et le contrôle; journal de temps; chronophages; forces et faiblesses de son emploi du temps; etapes de la planification d'un plan d'action. Définition des concepts de la carriere; etapes de l'élaboration d'un plan de carriere; analyse de la carriere; evaluation personnelle; exploration des facteurs externes; sources d'information: aide professionnelle (conseil en formation, en orientation scolaire, en reconnaissance d'acquis...), le rôle de la formation et du perfectionnement; implantation d'un plan de carriere: conditions de reussite, barrieres, ajustements.

Laboratoire

Applications pratiques.

910828

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PROGRAM PROFILE (LACK PRE-REQUISITES)

OBJECTIVE:

This program profile has been designed:

1. To provide students with the opportunity to make up pre-requisite courses not completed prior to arrival at Heritage

Recommendation:

1. Full academic load is encouraged (ie. 6 academic courses plus physical education)

Program 081.01 Session d'accueil (Lack Pre-requisites)

F-94
1st Semester

603-___	English OR
	Remedial English OR
	ESL (English Second Language)
602-___	French OR
602-010	Remedial French
109-___	Physical Education
345-___	Humanities OR
340-___	Philosophy (Optional)
	Math Makeup (Secondary IV & V) AND/OR
	Chemistry Makeup (Secondary V) AND/OR
	Physics Makeup (Secondary V) OR
	Physical Science 436 Makeup (Secondary IV)

Select ONE (selection applies only if total # of makeups does not exceed 2 courses)

See list of complementary courses.

RECOMMENDATIONS

The following are recommendations only, and are not meant as directives. Four categories have been identified:

1. College-wide recommendations
2. Student services recommendations
3. Academic Services/Faculty recommendations
4. Community related recommendations

COLLEGE WIDE RECOMMENDATIONS:

1. **Expand and improve orientation** - establish a college wide committee to develop an orientation program for all entering students that includes:

   - familiarizing students with college expectations and available services (ie. responsibilities, consequences, purpose of resources etc.)
   - differences in expectations between high school and college
   - the involvement of competent and caring personnel that help new students establish links with faculty, staff, the college and other students
   - development of a newsletter for new students
   - initiation of a welcome line operated by faculty, professionals and staff to contact targeted first year students during the first eight weeks of semester

2. **Allocate additional resources for:**

   - expansion of the writing centre to become a learning resource centre to centralize reading and writing skills assistance, essay writing, basic skills testing, study skills, use of the library, communication workshops, peer tutoring, learning disabled assistance etc.
   - hiring of a learning specialist to coordinate the learning resource centre on a full-time basis for continuity
   - counsellor certification in the Myers-Briggs (eg. personality inventory, learning styles, career preferences, team building etc.)
   - more one-on-one counselling and attention

- smaller classes for session d'accueil program (eg. no more than 20 students)

- full-time animator to organize activities for all first year students

3. **Establish an attendance policy for first year, first semester students** in an attempt to:

    - provide more structure to the increased freedom experienced by students

    - help identify students earlier

4. **Continue collecting institutional data on an ongoing basis** - ongoing data collected should include:

    - entering student characteristics
    - institutional characteristics that function as obstacles to student success
    - number of dependents and ages
    - failure rates/success rates
    - reasons for withdrawal
    - attitudes/perceptions
    - correlation between incoming qualifications and performance
    - hours of employment

5. **Continue to investigate more effective selection processes/procedures for the session d'accueil student**

    - incoming academic grades, although helpful, should not be used in isolation to identify "at risk" students since academic grades do not indicate why the student is at risk

    - a tool must be developed as a follow-up to this study and used to identify students within the incoming class of Fall 1995

6. **Make every effort to identify session d'accueil candidates as early as possible**

    - liaising with high school personnel regarding potential admissions

    - close following/monitoring once students are admitted and at every stage thereafter

7. **Continue with mandatory basic skills assessment of all incoming students in English, Math and French** for purposes of placement at appropriate levels and not as exclusionary tools

8. **Continue to identify and assess the effectiveness of placement tools to ensure they are free of gender, region, social class, culture or ethnic bias**

   - a writing sample combined with the Nelson Denny test would help confirm problem areas

9. **Promote, encourage and support the organization of Professional Development activities** that focus on:

   - mentor training
   - effective teaching strategies/methodologies
   - motivating today's student and coping with apathy, indifference, low self esteem and student problems
   - teaching strategies adapted to nontraditional students

10. **Provide the means for development of a co-ordinated, college-wide mentor system with common goals, objectives and strategies**

11. **Institute a system-wide process for the session d'accueil that allows continuity and co-ordination between sectors from the point of identification, to placement in program/classes, to transfer into regular program and finally to graduation**

    - a coordinated/team effort between all sectors of the institution that promotes information and resource sharing and non-territoriality is crucial to the success of this program and progress of this institution

12. **Ensure that the at risk students, undecided students and students lacking prerequisites are not "lumped" together in one category**

    - although there exists some cross over (ie. characteristics), these groups have very different needs

13. **Recognize, support and promote the efforts and contributions of faculty, non-teaching professionals and support staff**

    - recognition of the expertise that exists at all levels within this institution is crucial to employee morale and satisfaction

14. **Strive to create an environment that is "user friendly" and conducive to learning** (ie. humanistic, helping and facilitating)

15. **Ensure that the session d'accueil does not become a funding unit for the college** by directing allotted funds to the implementation of new services and the improvement of existing services for students.

16. **Commit to an ongoing process of assisting at risk and undecided students**

    - a "one shot - one semester" venture is not sufficient

17. **Develop and establish a clear and regular evaluation process for the session d'accueil program**

    - accountability to students, faculty, staff and community is key to the effectiveness, image and thus success of this program

18. **Establish a statement of student performance expectations with recourse if expectations are not met**

19. **Hire specialist(s) for the session d'accueil** - hiring must be selective and should include an:

    - Education and career specialist(s) to teach "Introduction to the Principles and Techniques of Learning" and "Time and Career Plan Management"

    - ESL specialist

    - important to enhance the students belief that they can be successful

    - important to encourage students to take responsibility for themselves

20. **Promote the aspect of "strongly encouraging" students to enrol in the session d'accueil**

STUDENT SERVICES RECOMMENDATIONS

1. **Investigate more effective methods for delivery of information regarding services**

2. **Encourage more intensive advising/counselling** (ie. into the hallways and away from offices)

3. **Re-organize advising dossiers to allow advising by program but maintaining the flexibility to accommodate special populations** (ie. adults, aboriginals, athletes etc.)

4. **Assign an advisor or counsellor to staff and co-ordinate the learning resource centre, on a full-time basis**

5. **Encourage the Student Association to become more involved in the academic life of Heritage students by:**

   - allocating funds for the hiring and training of peer tutors
   - assisting student services in the development of a peer helper program
   - developing a buddy system (ie. matching new students with 2nd or 3rd year students)
   - establishing a venue for the sale of used text books

6. **Investigate more effective ways of opening-up and maintaining the lines of communication with faculty**

   - follow through with faculty members after student referral but maintain and respect student confidentiality

7. **Discuss the feasibility of developing an integrated advising and learning assistance program**

   - this would involve a joint venture between advisors and faculty members in meetings, monitoring and ongoing liaison re: students at risk

8. **Expand the career and resource library**

   - ensure it is coordinated by one person with rotating supervisory responsibilities

   - link it with the career exploration aspect of the session d'accueil courses

9. **Identify and assess new software for career exploration and identification of at risk students**

10. **Establish a process of ongoing evaluation of services provided to determine "user friendliness"**

ACADEMIC SERVICES/FACULTY RECOMMENDATIONS

1. **Establish firm deadlines for assignments and reserve flexibility for special circumstances**

   - students need to be told, in advance, of the consequences of late submissions etc.

2. **Establish standards of quality for assignments, papers, essays and labs, etc. within each course** enabling students to understand how expectations differ from high school

3. **Determine more effective ways to open the lines of communication with student services**

4. **Design and develop a Physical Education course specific to the development and acquisition of team building, decision making, transfer of learning skills to academic courses, building self esteem, discovering identity of self and the learning of solid motivation enhancers**

   - three day wilderness adventure with aims/objectives similar to outward bound combined with prior and past class preparation and debriefing

5. **Encourage and support colleagues in their efforts to explore and experiment with new teaching methodologies**

6. **Reinforce pertinent student information as often as possible**

   - during orientation and registration and the first week of classes, students tend to concentrate more on the geography and social aspects of the college

   - information must, therefore, be repeated when they are ready to hear and process it

7. **Take the time to explain the use and importance of office hours, course outlines, grading policy, objectives etc.**

8. **Ensure that updated copies of textbooks and resources used in classes are kept in library and on reserve**

9. **Investigate ways to decrease the stress surrounding midterms and exams**

10. **Make every effort to learn important and relevant information about each student** (ie. student's names, family situation, background, etc.)

COMMUNITY-RELATED RECOMMENDATIONS

1. **Establish regular meeting times with feeder high schools to:**

   - re-familiarize ourselves with the high school milieu
   - break down myths regarding programs

- to make high school teachers/personnel more aware of programs, program demands, expectations of students and how Heritage addresses student problems/issues
- to inform high schools of program/college reform implications

2. **Develop and compile a parent's handbook** to help familiarize parents with the changes associated with making the transition from high school to college as well as the expectations of college level education and available services

3. **Organize an information evening for parents**

4. **Invite alumnae/parents to Heritage to help current students identify and gather information regarding potential careers, etc.**

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APPENDIX A

SESSION D'ACCUEIL

PRELIMINARY SUMMARY OF DEPARTMENT/SERVICE QUESTIONNAIRES

MAY, 1994

Ninety-three questionnaires were distributed during March/April, 1994. Sixty-three surveys were completed and returned yielding a **68% response rate**. This **report summarizes** the responses of faculty, advisors and consellor and **does not reflect the opinion of the researcher**.

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1. HERITAGE'S ROLE IN HELPING "AT RISK" AND "UNDECIDED" STUDENTS BECOME MORE SUCCESSFUL

Seventy-seven percent of the respondents agreed that Heritage plays a key role in helping "at risk" and "undecided" students become more successful.

Although this role is multi-faceted, survey respondents identified five central roles:

1. Establish definitions of "at risk" and "undecided" to provide a common base of understanding.

2. Identify students early. Predictors of being "at risk" need to be determined to assist in the early identification of these students.

3. Assess the needs (ie. academic and personal) of "at risk" and "undecided" students and find ways to meet those needs. **The needs of these populations are very different and therefore must be treated as such.** Once needs have been assessed, students could be placed appropriately rather than funnelled indiscriminately.

4. Develop strategies to assist these students:

    - ensure students are aware of the expectations of the college by providing clear explanations of what college is all about and suggested strategies for success.
    - arrange for remedial work for those who need it
    - counsel those students not willing or not able to do college studies to move in another direction (ie. take time off, transfer to another institution)
    - increase emphasis on mentoring students in all programs
    - provide opportunities to sample a variety of disciplines especially if "undecided" - promote choice
    - assist students in making realistic career goals
    - stimulate motivation to succeed
    - provide a wide variety of ongoing support services
    - provide information sessions pertaining to programs and future career directions several times during the semester

5. Evaluate and follow-through Re: Strategies

    - ongoing evaluation is critical
    - tracking predictive data - analyzing and determining what works and what does not work.

Considerations:

1. As an educational institution, we have an obligation to provide those students we admit with the means or tools for a reasonable chance of success.

2. This can, in part, be accomplished by providing a humanistic, helping and facilitating environment and by ensuring that the transition from high school to college is a smooth one.

2. IDENTIFICATION OF "AT RISK" AND/OR "UNDECIDED" STUDENTS

Respondents indicated that Heritage should identify "at risk" and "undecided" students:

1. At pre-registration (35% of respondents) - new students select courses for upcoming Fall session-usually involves a mail-out to the student with the student responsible for returning the information to the college.

2. Once admitted (24% of respondents) - College decides that students will be admitted to College (ie. April/May) - indentification at this point, allows for counselling, advising and re-direction if necessary, into particular courses or program.

3. As early as possible (16% of respondents)

Other suggestions:

1. discuss student history with high school guidance office
2. encourage self-identification
3. students should be identified then re-assessed at every stage thereafter

3. MECHANISMS TO HELP IDENTIFY STUDENTS

Most Frequently Selected

1. high school marks, past performance (ie. Math, English, Chemistry, Physics, Physical Science)

2. placement tests (ie. Math, English, Physics, Physical Science, French)

3. personal interviews with students to confirm results of placement tests (ie. ECCE, Nursing, Business)

4. student questionnaire - to determine number of working hours, home environment, financial concerns etc.) - correlate responses to determine predictors

5. past history review (ie. experiences, life skills)

6. grammar test, reading/writing skills test

7. interest profile
8. career aptitude test
9. statistics regarding risk variables, failures, course drops

Less Frequently Selected

10. writing sample
11. teacher referrals

Considerations:

1. adult students require placement tests in order to be placed in appropriate levels
2. placement tests used must not be gender, region, social class, culture or ethnicity biased
3. results of tests should be used to place/direct students and not to exclude students
4. some concern regarding Nelson Denny test---> Is it the most effective test? - writing sample should be used for confirmation of results
5. interviews can be time consuming and very subjective

4. ATTENDANCE

Seventy-one percent of the respondents indicated that mandatory attendance is needed for first year, first semester students at Heritage for the following reasons:

1. Students do not know how to handle new freedom experienced at Heritage. More structure is, therefore, required during the transition from high school to college.
2. The correlation between absenteeism and failure is too high to permit optional attendance.
3. Lecture material which is different from reading material always shows up in tests, quizzes etc. If the student is not present, material and explanations are not received. The student also misses information reviews as well as instructions for assignments, oral and written projects.

Considerations:

1. Need to determine how such a policy would be administered (ie. expulsion defeats purpose of policy).

2. Perhaps only the students identified as "at risk" should be governed by a mandatory attendance policy.

3. Attendance is already mandatory in career/professional programs.

Seventeen percent of the respondents felt that a mandatory attendance policy would:

1. Delay the point at which students must begin making decisions for themselves.

2. Send the wrong message and create the wrong dynamic for college education.

Three percent of respondents indicated that teachers should be responsible for establishing individual policies.

5. NEEDS OF NEW STUDENTS AS THEY ARRIVE, FOR THE FIRST TIME, AT HERITAGE

All agreed the needs of new students are many and varied:

Most Frequently Identified

1. Orientation - that includes:
   - responsibilities and consequences (ie. work required)
   - conduct
   - school hours
   - identification of resources/services available and purpose (eg. school store, health, who to see about what etc.)
   - differences in expectations between high school/college
   - involvement of competent and caring personnel

2. Assistance with Basic Necessities (ie. life skills)
   - accommodation/housing
   - transportation
   - financial aid/budgeting
   - "living on your own" information

3. Assistance with Obtaining and Understanding Scholastic Related Skills
   - purchasing books early
   - books required
   - school supplies
   - timetables
   - schedules
   - study skills
   - time management
   - notetaking skills

- writing papers/essays
- reading texts, books and articles
- writing tests/exams
- test anxiety
- teacher expectations of students
- need to start work immediately
- knowledge of the consequences of unsatisfactory performance
- proper/correct placement in classes (eg. correct class, correct level)
- time at Heritage is important
- motivation and choice to be here - knowledge that they can succeed

4. Immediate Assigning of Mentors for students - a friendly face to help resolve problems and discuss what is needed.

    - weekly meetings for first semester

5. Immediate assigning of an advisor by program

    - could be rotated every 2 to 3 years.
    - program information
    - awareness of programs offered and where they lead
    - career information, job market information
    - academic counselling

6. Remedial Math and English

7. Personal Counselling

8. Peer Counselling

9. Orientation or activity days with all departments

    - students meet faculty
    - new students meet 2nd and 3rd year students

10. Organized lunch hour activities

    - sense of belongingness
    - integration with students (eg. new friendships, partnerships)

11. Small Classes (capped)

    - provide intensive and individual attention

12. More intensive intervention

    - early in semester

Less Frequently Identified

13. Sense of Belongingness
14. Commitment

6. SKILLS LACKED BY STUDENTS WHEN THEY ARRIVE AT HERITAGE

Most Frequently Identified

1. Reading and Writing Skills
    - comprehension
    - reading and understanding a question
    - preparing and writing structured reports/papers
    - how to write an essay
    - grammar ---> inability to tell difference between grammatically correct/incorrect
    - lack of correct, clear, coherent writing
    - vocabulary
2. Problem Solving Abilities
    - no logical approach
3. Study Skills
4. Organizational Skills
    - time management
    - inability to prioritize work, organize material and identify steps to solve problems
5. How to read a text
6. Note taking Skills
    - inability to take notes
7. Discipline
    - must do work to understand
    - must become an independent learner
8. Maturity
    - lack of responsibility for own actions
9. Critical Thinking/Abstract Thinking/Analytical Thinking

10. Communication Skills

- talking to teachers
- approaching other students
- asking for help
- listening skills
- lack of people skills (eg. confrontational, defensive)

11. Cumulative knowledge from one stage to next

12. Assertiveness

- self confidence
- self reliance

13. Commitment to Decision

- motivation
- lack of meaning behind what they do
- no desire/curiosity to learn new things

14. Long Attention Span

- lack of concentration and focus

15. Math Skills

- algebra
- functions
- graphing
- trig. identities
- inability to follow structured math
- inability to correctly structure steps in mathematical calculations

16. Professionalism

17. Library Use

- little research experience

18. Basic Physics

- inability to use graphs and physical formulas

19. Basic Chemistry

- inability to use mole concept in quantitative problems

20. Positive Attitude

21. Ability to find and use resources

22. Leadership Skills

23. Healthy Lifestyles

    - low fitness levels

Less Frequently Identified

24. Values Assessment/Skills Assessment

    - inability to assess abilities, skills
    - inability to self evaluate

7. WARNING SIGNS THAT HELP IDENTIFY "AT RISK" AND "UNDECIDED" STUDENTS

Most Frequently Selected

1. Poor or waning attendance/failure to attend
2. Low, poor or failing marks (eg. first test)
3. Late submission of assignments/papers/labs
4. Assignments, papers, labs not handed in
5. Lack of attention
6. Incomplete assignments, papers, labs
7. Little classroom and activity involvement/participaction (eg. non-responsive, sit alone, quiet in class, slow to answer questions, slow to sign up for topics)
8. Attitude (eg. more focused on what they can get away with, uncooperative, complaining, angry, passive resistance, apathetic, lack of enthusiasm)
9. Lack of punctuality (eg. late for class, appointments)
10. Missing exams/tests
11. Irrelevant questions asked in class
12. Lack of interest
13. Irrelevant responses given in class
14. Perplexed expressions: "Lost Look", "Dead eyes", "Dead pan look", "blank look"
15. Poor writing skills and reading comprehension
16. Inability to make friends/study partners (ie. lack of integration)
17. Preoccupation with impossible economic, emotional, psychological problems
18. Too many hours spent at outside job
19. Not prepared (ie. class presentations, no textbook, notebook, pencil)
20. Disorganized
21. Avoiding Faculty
22. Lack of discipline (eg. starting assignments on last day)
23. Fear of going to daycare
24. Plagiarism/copying assignments
25. "Sneaking out" of work sessions
26. Alcohol on Breath
27. Fatigue

28. Nervousness
Less 29. Indifference to poor/failing grades
Frequently 30. Difficulty understanding simple directions
Selected 31. Card playing/gambling

8. INTERVENTION STRATEGIES IMPLEMENTED BY DEPARTMENT TO HELP NEW STUDENTS ADJUST TO COLLEGE

Departments have implemented various intervention strategies to help new students adjust to college:

Business/Commerce	· mentor system
Computer Science	· mentor system · meetings with first years, during first or second week · evening tutor (ie. third year student) hired to help two evenings/week · pizza lunches
Continuing Education	· learning for success course · transitions course · human relations course (ie. stress management, self esteem, assertiveness, career planning) · one on one counselling · staff meetings to evaluate academic progress and personal adjustment · briefing meetings with teachers
E.C.C.E.	· mentor system · peer mentoring (ie. link first year with second year student) · mandatory attendance · get together with all students in departments · life long ability based curriculum (L.L.A.B.) · brainstorming sessions (eg. student concerns) · referrals to reading /writing centre, study skills etc.
Electronics	· mentor system · third year buddy system · new student survey · attendance taking · social activities for staff/students every four weeks · mark reviews with other professors

Liberal Arts	· mentor system · supervision of writing centre
Mathematics	· help sessions · tutoring · streaming of students · added class hours for Math 211
Nursing	· mentor system · peer advisors · one to one attention in labs · orientation meeting · handbook · referrals to writing centre, counselling and financial aid
O.S.T.	· mentor system · student profile questionnaire · survival kit · marking scheme and attendance policies · class participation marks
Physical Education	· individual approach · course outlines and policies explained in first class · referrals to all services · new courses
Science	· mentor assigned to each student · bridging courses (eg. Chemistry 111, Physics 111, Physics 104) · streaming of students (ie. recommended that students with less than 70% in Chemistry 534 take Chemistry 111 and less than 70% in Physics 534 take Physics 111)
Social Science	· special courses (eg. Natives) · involvement in departmental projects (eg. hunger week) · student welcome · all teachers must attempt to incorporate intervention strategies into curriculum · tutor for Aboriginal students · opportunities to rewrite failed exams/assignments · clear course outlines · pizza lunch · individual attention and encouragement
Student Services	· financial aid · adult student support group · health services

- crisis events response team initiated
- animation of activities
- special needs program
- student-for-a-day-program
- developmental advising
- athlete support program
- program/university
- orientation
- counselling
- infocus
- student services class presentations
- study skills, note taking skills, exam anxiety, stress management workshops
- academic advising handbook
- extended orientation for Native students
- aboriginal student meetings
- peer tutoring
- liaison with community

9. DEPARTMENTAL NEEDS TO ASSIST NEW STUDENTS

Business/Commerce	· basic math skills · basic writing skills
Computer Science	· problem solving skills
Continuing Education	· more information on incoming students · increased budget
E.C.C.E.	· open communication with student services · writing skills · library skills · day care · more time · more resources to further develop Life Long Ability Based curriculum · seminar room to allow group study before quizzes
Electronics	· more financial support for social activities · larger classes as small numbers tend not to generate participation, competition, formation of friendship pods
Modern Languages	· need for screening tests · decreased pressure to pass people · concerns need to be heard

Liberal Arts	· smaller classes to allow more time to encourage writing and to mark exercises · lab hours for drills and exercises · ensure that each teacher is well prepared and versed in their discipline
Mathematics	· placement tests · stream students · remedial math · help session tutor · software for remedial math
Nursing	· continuing personal link with one person in student services (ie. counsellor due to nature of issues)
O.S.T.	· English Skills · French Skills · prior computer knowledge required by students
Philosophy/Humanities	· tutoring · reading/writing resource centre · smaller class size · adequate information regarding differences between Philosophy and Humanities and levels
Physical Education	· facilities · technicians · maintenance of program diversity
Science	· provide basic courses in Chemistry, Physics, Math · retension of Chemistry 111 and Physics 111
Social Science	· literary skills · critical thinking skills · access to computer training · more extensive library orientation · more information regarding department and explanation of courses
Student Services	· more personal (ie. professional animator) · restructuring to program advising · more communication with faculty
Writing Centre	· remedial english · resources

SPECIFIC INDIVIDUAL NEEDS OF RESPONDENTS

(* These are not listed in order)

1. Smaller class size and laboratory groups
2. More time to meet with and listen to students - hourly teachers not paid to interact with students
3. Tutorials ---> more paid time to help students (ie. Social Science) understand theory, use of concepts and analysis
4. Orientation welcome by Heritage
5. Established group discussions to meet other teachers and students to promote feeling that each person is not alone
6. A regular tutoring room shared by student tutors and others
7. More privacy for part-time teachers (ie. to consult with students)
8. More efficient registration procedures so students are placed correctly in classes
9. Daycare
10. Counselling skills, note taking skills
11. More information regarding courses that were followed in high school
12. Support from colleagues
13. Emphasizing availability and promoting a non-threatening environment
14. Validation of the experiences of various students (ie. those that are not "main-stream")
15. Program for Aboriginal students should be more broadly funded for all students
16. Recognizing that information regarding at risk students will not bias the teacher/student relationship

10. PLACEMENT TESTS

Business/Commerce	· NOT USED
Computer Science	· NOT USED, except for pre-test administered in class to identify possible at risk students
Continuing Education	· language test to evaluate english skills
E.C.C.E	· NOT USED
Electronics	· NOT USED
Liberal Arts	· YES (ie. Nelson Denny which indicates students abilities in reading, comprehension and reading speed)
Mathematics	· YES, to stream students into Pre-Cal or Calculus I (ie. 60-74% ---> Pre-Cal, 75-100% ---> Calculus I, 70-74% ---> Optional Test)

Nursing	· NOT USED
Philosophy/Humanities	· NOT USED
Physical Education	· NOT USED
Science	· NOT USED
Social Science	· NOT USED
Student Services	· english test · math test · G.A.T.B.Y.

As indicated above, most departments do not use placement tests. However, for the 24% that responded to this question, it was felt that:

1. Not enough sufficient data was available to assess the effectiveness of the tests used
2. Most tests are culturally bound, are seldom culturally sensitive and are often used as exclusionary tools
3. Although the Nelson Denny provides valuable information, it is not conclusive - ideally, an analysis of a writing sample used in conjunction with the Nelson Denny results would confirm problem areas
4. The math in-house test was considered to be effective

OTHER TESTS THAT COULD BE PURCHASED TO BETTER MEET OUR NEEDS

Few responses were received. Some felt experience in the classroom and with teachers were the best measures. The MAA-Calculus readiness test was suggested for students wanting to enter Calculus.

11. VARYING TEACHING STYLE AND METHODOLOGY TO ENHANCE STUDENT LEARNING STYLES

Eighty-one percent of respondents indicated that varying teaching style and methodology to enhance student learning was the essence of pedagogy. Respondents agreed that:

1. Each class is different and is affected by the method and material presented. Part of getting to know each class is to adjust and pace the level of delivery according to the class, however, the desired level to reach is the same in order to graduate students with consistent standards.

2. Varying teaching style is critical to providing variety as well as exposing students to alternate methods.

3. Lecturing does not always work. A variety of teaching methods (ie. films, role playing, guest speakers, discussions, case studies, board/learning games, group/peer learning, reciprocal teaching etc.) enhances participation and enthusiasm.

4. Varying teaching styles while helping students gives teachers some variety.

5. A good teacher should not only recognize student learning styles but also their own teaching style.

6. Assessment tools should meet the needs of all students. (ie. do they assess what they are intended to assess without bias?)

7. More varied use of tools (eg. computers, tapes, printed media, videos etc.) are preferred, however, financial and personnel support are required for their implementation.

8. More encouragement to try other varied methods is needed within departments.

9. A recurring dilemma exists. At whom do you aim your teaching in class; the strong academics, the "middle-of-the-road" or those that require a lot of work to help them achieve a level already reached by other students?

12. INTEGRATION OF STUDY SKILLS, NOTE-TAKING SKILLS, TEST TAKING STRATEGIES INTO LECTURES

Sixty percent of respondents indicated that some time was devoted to note taking and study skills within classes but time was restricted. Strategies used included open book quizzes, group assignments and discussions with smaller lecture groups, condensed notes, pre-test guides to textbooks on selected material, marked assignments submitted before tests focusing on the same testing material and multiple choice exam taking techniques.

Thirteen percent indicated NO to including study skills . . . etc. because:

1. it was not practical
2. no time
3. all students learn differently and study differently
4. these abilities are pre-supposed at this level
5. no expertise/background in area

13. MENTORING PROGRAM

Eleven out of fifteen departments indicated that a mentoring system was in place within their department.

Business/Commerce	· formally meet with students at registration and mid-term to give students a specific outlet in the department and a "boost"
Computers	· meet with students at registration, during first week of classes and at mid-term for review of course selections, background information and mid-term distribution · provide students with academic counselling, advice on course selection and help with academic problems
E.C.C.E.	· each first year student is assigned a mentor · mentor meets with student a minimum of three times a semester to follow progress and provide support needed
Electronics	· students are divided equally among full-time faculty · each mentor is a resource person and distributes mid-term marks · progress by each student in program checked by coordinator
Liberal Arts	· each teacher selects a small group of students to help orient them in the Fall and provide a contact for those who require assistance
Nursing	· one teacher mentors six first year students · students meet with mentor in September and at mid-terms for support, encouragement, early identification of problems and referrals to counsellor, if necessary
O.S.T.	· mentors meet with students at beginning of term, mid-term and prior to final exams
Science and Math	· mentors meet with students at registration and mid-term to help select correct courses, distribute mid-term marks, explain the significance of their marks as well as their progress and to coordinate university entrance requirements in conjunction with student services
Social Science	· students are encouraged to see the professor of their choice for any reason

14. STUDENT HANDBOOK

Computer Science, Continuing Education, Early Childhood Education/Care, Nursing, Office Systems and Student Services produce handbooks for students. A handbook for Aboriginal students has been produced through the efforts of Heritage Native Services, Carleton Universtiy, Ottawa University and Algonquin College.

Liberal Arts	· Heritage style sheet
Mathematics	· math course flow chart · placement test sample

The above departments/services felt their handbook was effective and necessary for the following reasons:

1. Provides a valuable source of information
2. Acquaints students and new faculty with department policies, profiles and important dates
3. Decreases confusion because everyone is treated according to policy
4. Outlines department expectations of students

Considerations:

1. Handbooks need to be written at the level of a college student
2. Students need to be reminded/encouraged to use them

Electronics, Liberal Arts, Physical Education and Science indicated that a student handbook would be helpful within their departments. Information on program standards, objectives, policies, facilities/equipment, costs and/or lab procedures should be included. It was suggested that bound notes, assignments, labs etc. be sold for each course to students.

No consensus was reached in Social Science, Business and Commerce departments regarding the need for a handbook.

15. COLLECTION OF STUDENT DATA

Seventeen of nineteen departments/services collect data on an informal basis

Ninety-eight percent of respondents said there is a definite need for more institutional data collection. The areas identified were:

1. Previous grades, educational background
2. Place of residence
3. Number of dependents and age(s)
4. Correlation between entering qualifications and subsequent performance

5. Expand the profile of the average student to accommodate differences and special needs more creatively
6. Failure rates
7. Averages for all courses
8. Performance related data
9. Attitudes and perceptions
10 High school origin
11. Ages
12. Hours of employment
13. Work experience
14. Finances
15. Library hours
16. Day care, parking
17. Faculty and staff evaluations
18. Number of students who leave before end of first semester
19. Number of students who leave after end of first semester
20. Number of students who enter with minimum credits
21. Number of students who have communicated with a counsellor/mentor before leaving
22. Reasons for leaving
23. Correlation between Math 536 and placement test marks and marks in Math 101 and Math 103
24. Graduate information and graduation rates
25. Nelson Denny test results
26. Correlation between failures and missed classes
27. Number of failures despite completing all assignments
28. The percentage of students that have been lumped in as failures but have simply dropped out
29. Evaluation of courses
30. The courses that fill up first

Considerations for Data Collection

1. Who will use this data and how will it be used? (must be careful not to misuse data)
2. How is success defined?
3. What are the indicators of success?
4. Teachers indicated that student grades were difficult to obtain.

16. APPOINTMENTS/MEETINGS WITH STUDENTS

All respondents indicated that regular meeting times with students outside class hours are helpful. The most helpful procedures used are:

1. Scheduled office hours

2. Informal, open door drop-in where by the student drops in whenever necessary. If not in office, students asked to leave note
3. One on one in a quiet room
4. Social informal gatherings
5. Tutorials/help sessions to discuss specific problems and questions. All are dependent on the student and the situation. Students need to be continually encouraged to make appointments. Some meetings should be mandatory, otherwise, students in need are missed. Many students make themselves more available before tests, exams, assignments, lab reports and essays are due.

Extra hours required during the week

The number of extra hours required per week is dependent on student need and time of year (eg. midterms, before exams etc.). Respondents agreed that extra hours were required but the specific amount of time varied greatly:

1. One half to one hour per class hour
2. One to two hours per week
3, One hour a week per class scheduled into timetable but not mandatory
4. One hour per student per week
5. Two hours per group per week
5. Two to four hours per week per teacher
7. No more than three hours per week
8. Ten to fifteen hours per week

Considerations:

- Collective agreement governs teacher availability

Student use of extra hours

There was general consensus that most students would take full advantage of extra hours, however, this depends on the student:

- Is the student comfortable approaching the teacher outside class?
- How motivated is the student?
- Is the student encouraged to take advantage of these hours?

Others comments included:

- Good students will , poor students will not
- Extra hours will be used only at certain times throughout semester (eg. before exams etc).

17. MEETINGS WITH HIGH SCHOOLS

Regular meetings are not scheduled between departments and Secondary V high school teachers. Departments and services agreed that meetings would be useful:

1. To break down myths regarding programs
2. To make high school teachers more aware of programs, program demands, expectations of students and how Heritage addresses student problems/issues

18. REFERRAL OF STUDENTS TO SUPPORT SERVICES

Sixty-five percent of respondents referred students to the following support services at Heritage:

Most Referrals

1. Counselling
2. Academic Advising (eg. university information, course selection, course change, college withdrawal, information registration, scholarships etc.)
3. Financial Services
4. Library Services
5. Academic Services
6. Tutoring
7. Math Help Sessions
8. Career Advising
9. Writing Resource Centre
10. Study Skills
11. Health Services
12. Special Needs
13. Native Services
14. Travel Abroad
15. Food Aid

Least Referrals

The above referrals were helpful to students according to respondents. At times, teachers were not made aware whether the referral was helpful or not.

19. ADDITIONAL SERVICES NEEDED AT HERITAGE

Most Frequently Identified

1. Time management seminars
2. Study skills sessions
3. Orientation (eg. bus information, lodging, life skills etc.)
4. Stress management workshops
5. More personal counselling (ie. more counsellors)
6. More resources for personnel to perform services now in place
7. Housing/residence referrals
8. Budgeting seminars
9. Learning resource centre (eg. language learning labs)
10. Day care facilities

11. Note taking sessions
12. How to write exam sessions
13. Test anxiety training
14. Problem solving skills development
15. Self confidence, self esteem workshops
16. More extensive health services
17. Crisis centre
18. Reading skills (eg. non-fiction, journal articles emphasizing reading comprehension and analytical skills)
19. Drop-in centre to help with reading, comprehension, stress, family problems, boy-girl relationships, and math (could be organized by discipline)
20. More student life aside from sports (eg. camping, drama, clubs, organized trips to cultural events) designed to allow students to meet others and scheduled during spares/lunch hours
21. More faculty involvement and higher profile for International Student Week, Native Culture Week, Black History Week etc.
22. Student tutorial service established in conjunction with student association
23. Support services for out-of-town students
24. Adult student meetings and lunches
25. Special funds available for students
26. Peer buddy system
27. Meet the teachers day
28. Study spare aside from cafeteria
29. Available information to help familiarize students with region, health issues and community services

Less Frequently Identified

30. Placement services
31. Integration of computers into English writing classes

20. PROPOSED COURSES/INTERVENTIONS FOR SESSION D'ACCUEIL PROFILE(S)

Most Frequently Suggested

1. Remedial English (ie. emphasis on grammar, vocabulary, reading and writing skills, composition, comprehension) - reading and writing skills need to be related to program

2. Math, Physics and Chemistry bridging courses (eg. Math 211/311, Physics 111, Chemistry 111) to increase levels expected from high school

3. A better or equivalent course for Physical Science 436

4. ESL (English Second Language)

5. Study skills

   - How to study for exams
   - Note taking skills
   - Memory techniques

6. Time management (eg. organization of workload)

7. Remedial math (eg. Numeracy)

8. Library/research methods and skills

9. Values Clarification

   - motivation
   - discipline
   - attitude
   - taking charge
   - self awareness
   - commitment (decision making)
   - lifestyle management
   - becoming an independent learner

10. Supervised study hall

11. Introduction to computer skills

12. Career planning

13. Effective communication skills (eg. effective listening, relating to others)

14 How to read and analyze a textbook

15. Learning techniques - How to use concepts, apply theoretical models, do analysis, problem solve, absorb and process information

16. Report writing, essay writing

17. Interest discovery (eg. aptitude tests/interest inventories)

18. Budgeting/money management seminars

19. Visits to industry

20. Physical education outings

21. Other courses

- Learning for Success
- Transitions
- Psychology of Learning
- French make-ups
- Introduction to Biology
- Issues/problems in Philosophy
- Humanities - Basics in today's society
- World history course
- Social Issues
- Ethics
- Physical education - sport/health
- Culture 101 - introduction to music, art, dance, literature etc.

Least
Frequently
Suggested

Considerations:

1. Offer sound, content-oriented and faculty based courses.

2. Courses should be credit-courses

3. Presence of any learning disabilities must be determined

4. Course should be based on the Life Long Ability Based curriculum

21. SUGGESTIONS FOR PREVENTION OF NEGATIVE LABELLING OF STUDENTS IN SESSION D'ACCUEIL

1. Link it to an existing program so that students perceive it as being part of a program and not something separate for poor students
2. Keep it open to all and voluntary - integrate with regular students
3. Ensure everyone is aware of role and goals of program
4. Treat as a serious, integral part of the college program
5. Promote attractively, emphasizing the positive (ie. intended to improve skills and provide a greater chance of academic success) Do not call it something it is not. Be upfront with a clear course name and clear objectives.
6. Must possess a specific curriculum with credit courses
7. Have students self-select for the session
8. Encourage support from parents
9. Channel students as early as possible
10 Students must experience unconditional acceptance

Suggested names for the session d'accueil

- Pre College
- Pre Entry Level
- Learning for Success
- Pre Program Session
- General Studies Session
- Qualifying Session, Prep Session
- Skills for Success, Road to Success
- Transitions, Bridging
- Entry Session, Booster Session, Kick-in Session
- Discovery Program, Exploratory Session
- Integrated Session/Studies
- Welcome Session
- College Life
- First Opportunity Session/First Stage
- Introduction Session
- Beginnings - A guide to the Heritage Universe and Beyond
- College 101
- Life Long Abilities Based Program
- Personal Resource Management Program
- Self Directed Learning Program

22. "INVITE" OR "FORCE" STUDENTS INTO THE SESSION D'ACCUEIL?

Most respondents felt that a little of each was the best approach. However, since forcing students to do what they do not want to do does not encourage success, respondents agreed that students should be **strongly "invited"** or strongly recommended to enrol and provided with explanations of purpose and the role of program. Explanations could include statements such as "Since you do not have the required prerequisites" or "Since your dossier shows a high correlation to predictors that suggest a low probability of success, you should consider enrolling in ....."

Some respondents felt that students with very poor academic records and students identified as "at risk" should **be forced** to enrol to ensure their chances of increased success. The "undecided" should be invited. Others suggested that the session d'accueil should be presented as a condition of admission and should be automatic based on high school marks with the option of challenging this decision by taking a placement test.

Considerations:

1. Mechanism must be established so students can see/experience the benefits of the session

2. Students must be made to feel that the session is worthwhile and beneficial

3. Students need to feel they have made the choice to enrol and be congratulated for taking responsibility for selecting a career direction

4. Should be reviewed on an individual basis

23. ELEMENTS OF THE INSTITUTIONAL POLICY (IE. CLEAR STATEMENT OF COLLEGE'S COMMITMENT TO ASSIST "AT RISK" AND "UNDECIDED" STUDENTS)

1. Mandatory attendance for first semester, first year students

2. Clear statement of purpose, aims, goals, objectives and expectations

3. Statement that the student is valued as a learner

4. Statement of necessity of staff involvement

5. Adequate resources for one-on-one counselling and attention

6. Commitment to adequate resources for small working groups in classes (ie. 20 not 30) as large numbers will not work

7. Long term commitment to assist "at risk and "undecided" students - process must be ongoing

8. Elimination of any stigmatizing connotations with steps taken to ensure session students are not treated as second class citizens

9. Clear process of evaluation - must be accountable

10. Regular evaluation to determine whether program helps "at risk" students become more successful

11. Ensure that the session does not become a funding unit for the college and "dumping ground" for all students that do not fit the main stream

12. Mechanism/process of ongoing communication must be established between Academic Services and Student Services (ie. team approach)

13. Statement of what we expect from students in terms of performance and behaviour and recourse school may take if expectations are not met ---> development of policy of self responsibility for students (ie. "must be successful in first year in entirety before moving on)

14. Profile(s) must be flexible within specific limitations - a "one and only" profile will not serve these students

15. Use of careful testing/placement devices for enrollment purposes

16. "Qualified" person(s) must be hired to fill positions

17. Ensure program meshes with regular programs so students can enter into regular programs in second or third semester

18. "At risk" and "undecided" are not the same and should not be grouped together

19. Tutors or outside aids must not be used as the solutions to missed classes, not taking notes, not using the text or failing to see the teacher

20. Full-time personnel required for continuity

21. Specific admission requirements must be established

- Math 536 ≤ 60% ---> student takes math 211/311
- Chemistry ≤ 60% ---> student takes Chemistry 111
- Physics ≤ 60% ---> student takes Physics 111
- English
- French

No Chemistry 534/Physics 534 ---> take Chemistry 111/Physics 111

Chemistry 534/Physics 534

≤ 70% ---> take Chemistry 111/ Physics III
≤ 75% ---> take Math 101 but admit to science program

Considerations:

1. Placing time restrictions and penalties on failure does not offer an incentive to learn

2. We must accept that some students are not developmentally ready to acquire the critical thinking skills we expect of them and be careful not to punish them for something that will come in time

24. SUGGESTED P.D. ACTIVITIES

PRACTICAL WORKSHOPS, PANEL SESSIONS, GROUP DISCUSSIONS PRESENTED BY EDUCATORS WITH REAL EXPERIENCE WERE SUGGESTED

SPECIFIC TOPICS INCLUDED:

1. How to motivate today's student

2. Coping with apathy, indifference, low self esteem

3. Update on the typical college student
    - a regular day at high school to be reminded of environment they come from (ie. social, physical, intellectual, emotional etc.)

4. Organized meeting to explain the profile of an "at risk" and "undecided" student

5. Inviting experts to help identify the problems and solutions with regard to "at risk" and "undecided" students

    - Stats on what works best
    - Better/easier methods to detect these students

6. Advising gifted students

7. Performa

8. How to improve mentoring

9. How to work with faculty/staff/non-teaching professionals and administration

10. Effective teaching strategies/methodologies

    - oral vs written
    - seating arrangements
    - group vs individual learning
    - student centred teaching
    - how students learn (eg. different learning styles)
    - how to approach students, kinds of questions to ask
    - how to counsel students who lack basic ability
    - self confidence, problem solving skill development
    - what to look for when assessing student needs
    - why students fail
    - successful strategies to help students succeed
    - how to teach self-assessment, career planning
    - how to build learning climates conducive to self exteem
    - how to facilitate small group work

11. Pedagogical skills:

    - awareness of sexism, classism, heterosexism, racism
    - equitable male/female split in terms of discussion and answering etc.

12. Dealing with student problems

13. Release time to read and develop course materials and inter disciplinary approaches (eg. L.L.A.B.)

14. Dealing with aboriginal students

APPENDIX B

SESSION D'ACCUEIL

PRELIMINARY RESULTS OF A SURVEY OF HERITAGE COLLEGE STUDENTS

The questionnaire was designed to provide Heritage College staff with a more complete profile of the Fall 1993 new student population. It focused on scholastic, family, economic, social and cultural factors that may have impacted on academic performance.

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195 of 318 surveys were completed and returned yielding a **61%** response rate for the **total student population of Fall 1993.** Forty-two of fifty-six **probationary students** completed and returned the questionnaire yielding a **75% response rate**.

NP = non probationary
P = probationary

				NP	P
1.	**Age as of Fall 1993:**	16 years		2%	2%
		17 years		41%	52%
		18 years		31%	24%
		19 years		9%	5%
		20 years		2%	2%
2.	**Are you a mature student?** (Mature students are 19 years of age and older and have been away from school for a period of at least one year).				
	1 ☐ Yes			17%	14%
	2 ☐ No			81%	76%
3.	**Gender:**	1 ☐ Female		66%	50%
		2 ☐ Male		33%	50%
4.	**Personal Status as of Fall 1993:**				
	1 ☐ Single			87%	88%
	2 ☐ Married			5%	2%
	3 ☐ Divorced			1%	2%
	4 ☐ Separated			1%	0%
	5 ☐ Live with partner			6%	7%
	6 ☐ Other (specify) **N/A**				
5.	**Student Status as of Fall 1993:**				
		Part-time (less than 12 hours):		2%	2%
		(specify # of academic courses)	1	1%	2%
			3	1%	5%
		Full-time (12 or more hours):		97%	98%
		(specify # of academic courses)	5	5%	29%
			6	52%	36%
			7	18%	10%
			8	5%	0%
		(specify # of Phys.Ed courses)	0	16%	33%
			1	10%	17%
			2	73%	50%

(NP) Non Probationary
(P) Probationary

6. **Nationality/ Citizenship:**

		NP	**P**
1 ☐	Canadian	89%	90%
2 ☐	First Nations	5%	7%
3 ☐	Inuit	1%	0%
4 ☐	Métis	1%	0%
5 ☐	Landed Immigrant (specify country of origin) **(see comment section)**	3%	2%
6 ☐	Student Visa (specify country of origin) **N/A**	1%	0%
7 ☐	Other (specify) **(see comment section)**	1%	0%

7. **Language Most Fluent In:**

When writing:	English	92%	93%
	French	5%	7%
	Cree	1%	0%
	Chinese	1%	0%
When Reading:	English	91%	93%
	French	5%	7%
	Cree	1%	0%
	Chinese	1%	0%
When Speaking:	English	86%	83%
	French	8%	10%
	Cree	2%	7%
	Hungarian	1%	0%
	Chinese	1%	0%

i) **Language Used Most of the Time:**

At Home:

1 ☐	English		76%	71%
2 ☐	French		12%	19%
3 ☐	Aboriginal Language (specify) -------->	Cree	3%	7%
		Inuktituk	1%	0%
4 ☐	Other (specify) --------->	Spanish	3%	0%
		Somalian	0%	2%

(NP) Non Probationary
(P) Probationary

At Secondary School:

			NP	P
1 ☐ English			82%	88%
2 ☐ French			12%	7%
3 ☐ Aboriginal Language (specify)	--------->	Cree	1%	5%
4 ☐ Other (specify)	--------->	Chinese	1%	0%

ii) **In reference to my second language:** (specify)

	NP	P
French	42%	62%
English	5%	14%
Spanish	1%	2%
German	1%	0%
Chinese	0%	2%

	Everything		Almost Everything		Some		None	
	NP	P	NP	P	NP	P	NP	P
I understand	35%	45%	37%	31%	8%	10%	1%	0%
I speak	31%	40%	28%	29%	22%	17%	1%	0%
I read	31%	40%	29%	14%	18%	31%	3%	0%
I write	24%	36%	29%	19%	24%	29%	5%	2%

8. **Please indicate your program of study during the Fall 1993 Semester:**

PRE-UNIVERSITY

	NP	P
1 ☐ Commerce	5%	12%
2 ☐ Creative Arts	1%	0%
3 ☐ Fine Arts	7%	2%
4 ☐ Liberal Arts	6%	2%
5 ☐ Science	28%	10%
6 ☐ Science Access	1%	0%
7 ☐ Social Science	26%	45%
8 ☐ Other (specify) N/A		

CAREER

	NP	P
1 ☐ Business Administration	5%	10%
2 ☐ Computer Science	5%	2%
3 ☐ Early Childhood Education	9%	7%
4 ☐ Electronic Engineering	2%	0%
5 ☐ Electronic Eng. Access	0%	0%
6 ☐ Nursing	4%	5%
7 ☐ Nursing Access	0%	2%
8 ☐ Office Systems Technology	3%	2%
9 ☐ Other (specify) N/A		

(NP) Non Probationary
(P) Probationary

Was this program your:

	NP	P
1 ☐ First choice?	95%	81%
2 ☐ Second choice?	5%	10%
3 ☐ Third or more choice?	0%	2%
4 ☐ Other (specify) **(see comment section)**		

i) Have you changed programs since Fall 1993?

	NP	P
1 ☐ Yes	5%	21%
2 ☐ No	95%	79%

ii) If yes, what is your new program?

(specify new program):

	NP	P
Nursing	0%	2%
Science	0%	2%
Social Science	3%	7%
Commerce	0%	5%
Business Admin.	0%	7%
Lang./Literature	1%	0%

iii) Why did you change your program?

(explain) **(see comment section)**

9. Where did you first hear about Heritage College?

	NP	P
1 ☐ Parents/Guardians	10%	5%
2 ☐ Friends	25%	31%
3 ☐ High school teachers	13%	14%
4 ☐ High school guidance personnel	17%	14%
5 ☐ Heritage College liaison visits	10%	12%
6 ☐ Other (specify) **(see comment section)**		

(NP) Non Probationary
(P) Probationary

10. Why did you decide to pursue college level studies?
(you may check more than one box)

	NP	P
1 ☐ To obtain a diploma	54%	48%
2 ☐ To obtain a better job	49%	52%
3 ☐ To prepare for the future	69%	69%
4 ☐ To be able to earn more money in the future	43%	48%
5 ☐ To obtain government financial aid	1%	0%
6 ☐ To prepare for university studies	62%	38%
7 ☐ To satisfy parents' wishes	14%	40%
8 ☐ To move out of the house	2%	7%
9 ☐ To keep occupied	12%	19%
10 ☐ To improve my general education level	59%	38%
11 ☐ To improve my abilities in a particular subject or field	37%	31%
12 ☐ To be with friends	21%	31%
13 ☐ To play on a sports team	8%	7%
14 ☐ For personal satisfaction	41%	33%
15 ☐ Unable to find a job	3%	10%
16 ☐ I enjoy studying	13%	2%
17 ☐ To move away from my community of origin	7%	2%
18 ☐ To gain skills to bring back to my community of origin	4%	5%
19 ☐ Do not know	0%	10%
20 ☐ Other (specify) **(see comment section)**		

11. What level of studies do you hope to complete?

1 ☐ CEC	1%	2%
2 ☐ DEC (Diploma of College Studies)	24%	26%
3 ☐ University certificate	5%	14%
4 ☐ Bachelor's degree	14%	10%
5 ☐ Master's degree	18%	10%
6 ☐ Doctorate degree (ie. Ph.D.)	18%	10%
7 ☐ None	19%	26%
8 ☐ I do not know		
9 ☐ Other (specify) **N/A**		

(NP) Non Probationary
(P) Probationary

12. Why did you select **Heritage** to undertake your collegial studies? **(you may check more than one box)**

	NP	**P**
1 ☐ My parents wanted me to attend this college	10%	24%
2 ☐ The college has a very good academic reputation	15%	10%
3 ☐ The college's social, cultural and/or athletic activities have a very good reputation.	8%	2%
4 ☐ The college offers the program that interests me	59%	36%
5 ☐ Due to the reputation of the program I selected	8%	5%
6 ☐ Quality of teaching	13%	12%
7 ☐ Due to the reputation of the various services made available to students	4%	7%
8 ☐ Because of the type and quality of the college facilities	3%	0%
9 ☐ It is easier to get admitted to this college	20%	43%
10 ☐ My high school teacher(s) or guidance counsellor recommended it	25%	33%
11 ☐ I wanted to continue living at home	22%	10%
12 ☐ The college was the closest to my home	48%	57%
13 ☐ It was recommended by a friend/colleague	20%	17%
14 ☐ I read the college's information brochure	19%	17%
15 ☐ It is easier to get accepted at university after studying at this college	20%	12%
16 ☐ It is easier to find a job after studying at this college	5%	5%
17 ☐ Because of the work placements or co-op programs that are available	1%	2%
18 ☐ I wanted to leave home	3%	2%
19 ☐ Because my friends and others from my community were here	20%	29%
20 ☐ The college is small and I feel more comfortable here than in a large college	36%	38%
21 ☐ I like living in the Ottawa/Hull area	27%	24%
22 ☐ To improve my English	5%	5%
23 ☐ Because the language of instruction is English	27%	17%
24 ☐ I was waiting to get into another program at another school	1%	2%
25 ☐ Other (specify) (see comment section)		

(NP) Non Probationary
(P) Probationary

13. Where did you study and do your homework most of the time during the Fall 1993 semester? **(You may check more than one box)**

	NP	P
1 ☐ In my room	76%	60%
2 ☐ At my office	1%	0%
3 ☐ In the living room	28%	21%
4 ☐ In the kitchen or dining room	31%	19%
5 ☐ At a friend's house	8%	7%
6 ☐ In the college library	51%	50%
7 ☐ In the cafeteria	25%	36%
8 ☐ In the student association club offices	0%	2%
9 ☐ In the college lobby and or hallways	20%	19%
10 ☐ In a college classroom	8%	12%
11 ☐ Student study room	4%	7%
12 ☐ Outdoors	1%	7%
13 ☐ Computer lab	4%	5%
14 ☐ On my way home in the bus, car etc.	8%	12%
15 ☐ At work	5%	7%
16 ☐ Other (specify) **(see comment section)**		

14. For which courses did you spend most of your time studying?

1 ☐ Concentration courses **(required by your program)**	84%	52%
2 ☐ Compulsory courses **(English, Philosophy/ Humanities)**	13%	26%
3 ☐ Complementary courses **(elective courses outside your program)**	3%	19%

15. In comparison to other students in your program, how much time did you devote to your studies last semester (Fall 1993)?

1 ☐ I spent **less** time studying than other students I know	23%	50%
2 ☐ I spent **about the same time** as other students	46%	26%
3 ☐ I spent **more time** than other students	20%	5%
4 ☐ I do not know	11%	19%

16. Do you feel if you had spent more time studying that you would have had better grades?

1 ☐ Yes	85%	98%
2 ☐ No	14%	2%

(NP) Non Probationary
(P) Probationary

If yes, why didn't you spend more time on your studies? **(you can check more than one box)**

		NP	**P**
1 ☐	Lack of space	3%	7%
2 ☐	Lack of materials	1%	5%
3 ☐	Lack of quiet	18%	21%
4 ☐	Lack of time	54%	48%
5 ☐	Lack of support or encouragement	9%	31%
6 ☐	Lack of motivation or interest	41%	62%
7 ☐	Lack of concentration	42%	48%
8 ☐	Lack of self discipline	44%	52%
9 ☐	Lack of organization	18%	38%
10 ☐	Disorder around me	8%	17%
11 ☐	Personal problems (explain) **(see comment section)**	18%	36%
12 ☐	My friends (explain) **(see comment section)**	7%	19%
13 ☐	My grades were good enough	7%	0%
14 ☐	I had completed the work that teachers expected of me	9%	5%
15 ☐	Family responsibilities	9%	19%
16 ☐	Lack of childcare	0%	2%
17 ☐	Homesick	7%	10%
18 ☐	Use of alcohol and/or drugs	2%	7%
19 ☐	Personality conflict with teacher	4%	10%
20 ☐	Too many hours at part-time job	12%	17%
21 ☐	Health problems (explain) **(see comment section)**	1%	7%
22 ☐	Other (specify) **N/A**		

17. Did you receive encouragement to pursue your studies from any of the following people? **(you may check more than one box)**

1 ☐	Father/guardian	69%	64%
2 ☐	Mother/guardian	76%	69%
3 ☐	Brother(s) or half-brother(s)	22%	14%
4 ☐	Sister(s) or half-sister(s)	26%	19%
5 ☐	Partner/spouse	24%	24%
6 ☐	Children	1%	0%
7 ☐	High school teacher(s)/Counsellor(s)	31%	17%
8 ☐	College teacher(s)/Counsellor/Advisor(s)	26%	38%
9 ☐	Friend(s)	61%	62%
10 ☐	Elders	16%	21%

(NP) Non Probationary
(P) Probationary

	NP	P
11 ☐ Other relatives (specify) **(see comment section)**	19%	14%
12 ☐ Self	44%	24%
13 ☐ Church	4%	0%
14 ☐ I did not receive encouragement from anyone	3%	12%
15 ☐ Other (specify) **(see comment section)**		

i) Did you receive discouragement from any of the following people? **(you may check more than one box)**

	NP	P
1 ☐ Father (explain) **(see comment section)**	3%	7%
2 ☐ Mother (explain) **(see comment section)**	4%	10%
3 ☐ Brother(s) or half-brother(s) (explain) **(see comment section)**	2%	0%
4 ☐ Sister(s) or half-sister(s) (explain) **N/A**	0%	2%
5 ☐ Partner/spouse (explain) **(see comment section)**	1%	2%
6 ☐ Children (explain) **N/A**	0%	0%
7 ☐ High school teacher(s)/Counsellor(s) (explain) **(see comment section)**	4%	2%
8 ☐ College teacher(s)/Counsellor/Advisor(s) (explain) **(see comment section)**	1%	10%
9 ☐ Friend(s) (explain) **(see comment section)**	7%	12%
10 ☐ Elders (explain) **N/A**	0%	0%
11 ☐ Other relatives (explain) **(see comment section)**	3%	0%
12 ☐ Self (explain) **(see comment section)**	5%	29%
13 ☐ I did not receive discouragement from anyone	56%	36%
14 ☐ Other (explain) **(see comment section)**		

18. During the week while attending school (Fall 1993), where did you live?

	NP	P
1 ☐ At home	67%	69%
2 ☐ Away from home	33%	31%

i) With whom did you live during the week throughout the Fall 1993 semester? **(You may check more than one box)**

	NP	P
1 ☐ Alone	7%	2%

19. How did you travel to Heritage College on a daily basis during the Fall 1993 semester?

		NP	**P**
1 ☐	I drove my own car	18%	17%
2 ☐	I travelled by car with friends	17%	10%
3 ☐	I drove my bicycle/motorcycle	0%	2%
4 ☐	I travelled by car with my parents/guardians	9%	2%
5 ☐	I travelled by car with my partner/spouse	2%	62%
6 ☐	I travelled by bus	46%	62%
i ☐	easily accessible (ie. distance to bus stop and frequency)	37%	43%
ii ☐	not easily accessible	8%	14%
7 ☐	I walked	18%	2%
8 ☐	Other (specify) N/A	1%	0%

20. How much time did it take you to travel to college (one way) on a daily basis during the Fall 1993 semester?

		NP	**P**
1 ☐	10 minutes or less	18%	10%
2 ☐	10 - 20 minutes	26%	19%
3 ☐	20 - 40 minutes	34%	29%
4 ☐	40 - 60 minutes	21%	19%
5 ☐	More than 60 minutes	1%	21%

21. Concerning the following statements about the person(s) that raised you (i.e. parents/guardians), which of the following applies to your situation during the Fall 1993 semester? **(You may check more than one box)**

		NP	**P**
1 ☐	Both were alive and lived together	76%	79%
2 ☐	Both were alive but were separated or divorced	14%	10%
3 ☐	One of my parents/guardians was deceased	5%	0%
4 ☐	Both parents/guardians were deceased	1%	0%
5 ☐	One parent/guardian had another partner	8%	10%
6 ☐	Other (specify) **(see comment section)**		
7 ☐	Does not apply	3%	2%

(NP) Non Probationary
(P) Probationary

22. What is the highest level of studies attained by the person(s) that raised you? (i.e. parents/guardians)

		Male(s)			Female(s)	
		NP	P		NP	P
Elementary School	1 ☐	8%	10%	8 ☐	5%	2%
High School	2 ☐	20%	29%	9 ☐	35%	36%
Technical or Trade School	3 ☐	19%	2%	10 ☐	7%	10%
College	4 ☐	11%	33%	11 ☐	18%	24%
University	5 ☐	25%	19%	12 ☐	24%	17%
I do not know	6 ☐	8%	2%	13 ☐	8%	5%
Other (specify) (see comment section)	7 ☐	1%	0%	14 ☐	0%	2%

23. What is the highest level of studies attained by your partner/spouse?

	NP	P
1 ☐ Elementary School	2%	2%
2 ☐ High School	12%	26%
3 ☐ Technical or Trade School	2%	0%
4 ☐ College	11%	2%
5 ☐ University	3%	2%
6 ☐ I do not know	2%	5%
7 ☐ Other (specify) N/A		
8 ☐ Does not apply	51%	43%

24. Did you work (ie. part-time or full-time) during the Fall 1993 semester?

	NP	P
1 ☐ Yes	42%	55%
2 ☐ No	58%	38%

If no, go to # 27. If yes, go to # 25.

(NP) Non Probationary
(P) Probationary

		NP	**P**

25. If you had a **paid** job during the Fall 1993 semester, on the average, how many hours **per week** including weekends did you work?

		NP	P
0 ☐		59%	48%
1 ☐	Less than 5 hours	2%	2%
2 ☐	5 - 10 hours	10%	10%
3 ☐	11 - 15 hours	9%	5%
4 ☐	16 - 20 hours	10%	12%
5 ☐	21 - 25 hours	5%	10%
6 ☐	26 - 30 hours	3%	5%
7 ☐	31 - 35 hours	1%	2%
8 ☐	More than 35 hours	1%	7%
9 ☐	Other (specify) N/A		

26. Why did you hold a paid job while you were studying? **(You may check more than one box)**

		NP	P
1 ☐	To pay my rent and meals	9%	12%
2 ☐	To pay my transportation	15%	33%
3 ☐	To pay for my car	12%	10%
4 ☐	To purchase school supplies	22%	36%
5 ☐	To purchase clothing	29%	40%
6 ☐	To pay for my leisure and social activities	35%	43%
7 ☐	To purchase medication	7%	5%
8 ☐	To save or invest my money	21%	26%
9 ☐	To pay my debts	10%	10%
10 ☐	To travel	9%	0%
11 ☐	To help my family	4%	7%
12 ☐	To support my partner/spouse	2%	0%
13 ☐	To support my children	1%	0%
14 ☐	To keep my job security/seniority	8%	2%
15 ☐	Status	1%	5%
16 ☐	Other (specify) **(see comment section)**		

(NP) Non Probationary
(P) Probationary

27. Last semester, my parents/guardians (ie. the person(s) that raised you) preferred that:

		Male(s)			Female(s)	
		NP	**P**		**NP**	**P**
I did not work while I studied	1 ☐	21%	17%	6 ☐	28%	19%
I hold down a part time job while I attended Heritage	2 ☐	29%	36%	7 ☐	32%	31%
I drop my studies so that I could work	3 ☐	1%	2%	8 ☐	2%	0%
They expressed no opinion on this subject	4 ☐	32%	21%	9 ☐	27%	24%
Other (specify) **(see comment section)**	5 ☐			10 ☐		

28. My partner/spouse preferred that:

		NP	**P**
1 ☐	I did not work while I studied	7%	7%
2 ☐	I hold down a part-time job while I attended Heritage	6%	12%
3 ☐	I drop my studies so that I could work	0%	2%
4 ☐	I drop my studies so that I could take care of my children and home	0%	0%
5 ☐	He/she expressed no opinion on this subject	14%	12%
6 ☐	Does not apply to me	44%	36%
7 ☐	Other (specify) **(see comment section)**		

(NP) Non Probationary
(P) Probationary

29. Where did you get the money that you needed to cover your expenses during the Fall 1993 semester? **(You may check more than one box)**

		NP	**P**
1 ☐	My parents/guardians	68%	57%
2 ☐	Government student loans and bursaries	20%	19%
3 ☐	Registered Educational Savings Plan	0%	0%
4 ☐	Personal savings	29%	24%
5 ☐	Summer job	34%	31%
6 ☐	Part-time employment	34%	31%
7 ☐	Full-time employment	2%	2%
8 ☐	My partner/spouse	7%	2%
9 ☐	Indian Affairs	0%	0%
10 ☐	My band council	1%	0%
11 ☐	Other relatives	5%	0%
12 ☐	My school board	3%	7%
13 ☐	Other (specify) **(see comment section)**		

30. What was the total amount of money you had available to cover general living expenses (ie. housing, food, books, personal etc.) for the Fall 1993 semester?

1 ☐	$300 or less	10%	10%
2 ☐	$500 or less	11%	17%
3 ☐	$501 - $1,000	20%	12%
4 ☐	$1,001 - $3,000	29%	33%
5 ☐	$3,001 - $5,000	16%	10%
6 ☐	$5,001 - $10,000	4%	7%
7 ☐	$10,001 - or more	4%	0%
8 ☐	Other (specify) **(see comment section)**		

31. Did you have adequate money to cover expenses during the Fall 1993 semester?

1 ☐	**No;** I did not have enough money to cover expenses	6%	21%
2 ☐	**Some concern;** I had some difficulty covering my expenses (explain) **(see comment section)**	28%	19%
3 ☐	**Yes;** I had enough money to cover my expenses	6%	60%

(NP) Non Probationary
(P) Probationary

32. During the Fall 1993 semester, how many **hours per week (ie. 7 days) on an average** did you devote to the following activities? **(check the box corresponding to the number of hours)**

i) Hours I studied and worked on homework per week

		NP	**P**
1 ☐	0- 5 hours	29%	69%
2 ☐	6-10 hours	39%	17%
3 ☐	11-15 hours	22%	5%
4 ☐	16-20 hours	5%	2%
5 ☐	More than 20 hours	5%	0%

ii) Hours I watched TV per week

		NP	**P**
1 ☐	0-5 hours	50%	43%
2 ☐	6-10 hours	30%	24%
3 ☐	11-15 hours	11%	14%
4 ☐	16-20 hours	5%	10%
5 ☐	More than 20 hours	3%	5%

iii) Hours I participated in **college** organized activities per week (ie. sports, meetings, clubs, intramurals etc.)

		NP	**P**
1 ☐	0-5 hours	90%	81%
2 ☐	6-10 hours	7%	10%
3 ☐	11-15 hours	2%	0%
4 ☐	16-20 hours	1%	0%
5 ☐	More than 20 hours	0%	2%

iv) Hours I participated in **non-college** organized activities per week (ie. sports, clubs, community work etc.)

		NP	**P**
1 ☐	0- 5 hours	73%	50%
2 ☐	6-10 hours	18%	21%
3 ☐	11-15 hours	5%	10%
4 ☐	16-20 hours	2%	7%
5 ☐	More than 20 hours	2%	12%

(NP) Non Probationary
(P) Probationary

v) Hours I spent doing house work (cleaning, preparing meals, doing the dishes, taking care of children, parents, etc.) per week

		NP	P
1 ☐	0-5 hours	65%	55%
2 ☐	6-10 hours	25%	31%
3 ☐	11-15 hours	6%	5%
4 ☐	16-20 hours	1%	2%
5 ☐	More than 20 hours	3%	5%

vi) Hours I spent socializing per week (ie. going out/visiting with friends, family, entertainment etc.)

		NP	P
1 ☐	0-5 hours	41%	21%
2 ☐	6-10 hours	35%	29%
3 ☐	11-15 hours	11%	19%
4 ☐	16-20 hours	3%	7%
5 ☐	More than 20 hours	7%	21%

33. Check the boxes that correspond to activities that you were involved in during your Fall 1993 semester. **(You may check more than one box)**

		NP	P
1 ☐	I used a computer for my courses	39%	21%
2 ☐	I played a musical instrument	12%	7%
3 ☐	I was involved in artistic activities other than music (ie. theatre, dance etc.)	13%	10%
4 ☐	I did volunteer work	11%	19%
5 ☐	I was involved in church activities	9%	14%
6 ☐	I participated in one or more sports	38%	48%
7 ☐	I participated in spiritual activities	5%	10%
8 ☐	I worked with the college newspaper	0%	2%
9 ☐	I was a club member or participated in a science fair	3%	2%
10 ☐	I undertook optional readings and study beyond my course requirements	20%	14%
11 ☐	I spoke to my teachers outside of class time (re: academic concerns)	41%	24%
12 ☐	I did research in the library	50%	24%
13 ☐	I was a member of an association	7%	12%
14 ☐	I attended plays and/or music concerts	25%	29%
15 ☐	I went to movies	77%	62%
16 ☐	I went to clubs/bars	54%	52%

(NP) Non Probationary
(P) Probationary

		NP	P
17 ☐	I attended conferences/workshops	7%	10%
18 ☐	I participated in family recreational activities	31%	26%
19 ☐	I did not participate in any activities	5%	2%
20 ☐	Other (specify) (see comment section)		

34. After calculating the average of your course marks (ie. excluding Phys. ed. courses) during the Fall 1993 semester, what was your **overall** grade average?

		NP	P
1 ☐	Less than 60%	1%	60%
2 ☐	60 - 64%	4%	12%
3 ☐	65 - 69%	17%	14%
4 ☐	70 - 74%	24%	0%
5 ☐	75 - 79%	23%	0%
6 ☐	80% or more	24%	0%
7 ☐	I do not know	7%	14%

i) During the Fall 1993 semester, what was the **average grade** that you attained in your **English** course?

		NP	P
1 ☐	Less than 60%	8%	69%
2 ☐	60 - 64%	12%	10%
3 ☐	65 - 69%	15%	5%
4 ☐	70 - 74%	20%	5%
5 ☐	75 - 79%	21%	5%
6 ☐	80% or more	21%	0%
7 ☐	I did not take English	3%	7%

ii) The marks in # 34 reflect:

		NP	P
1 ☐	The best I could have done	14%	5%
2 ☐	I could have done better	82%	93%
3 ☐	Other (please specify) (see comment section)		

(NP) Non Probationary
(P) Probationary

iii) The marks in #34 i reflect:

	NP	P
1 ☐ The best I could have done	20%	5%
2 ☐ I could have done better	71%	95%
3 ☐ Other (please specify) **(see comment section)**		

If you selected (# 2) in 34 ii or 34 iii, please respond to: "I could have done better" if: **(You may check more than one box)**

1 ☐ I had better study skills	42%	40%
2 ☐ I had better reading skills	12%	19%
3 ☐ I had better time management skills	46%	48%
4 ☐ I had more time to complete my assignments	27%	40%
5 ☐ I had more time to write my exams	14%	7%
6 ☐ I had a quieter place to study	14%	24%
7 ☐ I had a friend to study with	6%	14%
8 ☐ I had more encouragement	11%	29%
9 ☐ I had taken fewer courses	12%	19%
10 ☐ I had received extra help in the subject area	14%	24%
11 ☐ I had more motivation	39%	57%
12 ☐ Other (please specify) **(see comment section)**		

35. Describe yourself in the following situations as they applied to you during the Fall 1993 semester. **(You may check more than one box)**

When I needed help in my classes/courses,

1 ☐ I found another student to help me	70%	50%
2 ☐ I met with my teacher	63%	33%
3 ☐ I met with my mentor	6%	2%
4 ☐ I worked through the problem on my own	61%	62%
5 ☐ I met with an Academic Advisor or Counsellor	7%	7%
6 ☐ I found a tutor	4%	7%
7 ☐ I didn't realize I needed help until it was too late	10%	40%
8 ☐ Other (please specify) **(see comment section)**		

(NP) Non Probationary
(P) Probationary

I preferred to study

	NP	P
1 ☐ Alone	84%	71%
2 ☐ With friends	22%	26%
3 ☐ In a quiet place	45%	31%
4 ☐ In a sociable place	3%	2%
5 ☐ With music	20%	17%
6 ☐ With a tutor	2%	7%
7 ☐ Other (please specify) **(see comment section)**		

36. When you did not understand classroom material, did you approach your teacher for help?

	NP	P
1 ☐ Yes	33%	17%
2 ☐ No	20%	31%
3 ☐ Sometimes	48%	50%

If no, please explain why. **(You may check more than one box)**

	NP	P
1 ☐ I lacked confidence	7%	2%
2 ☐ I had missed a lot of classes	3%	17%
3 ☐ I was not sure what to ask the teacher	8%	17%
4 ☐ I was uncomfortable approaching the teacher	10%	21%
5 ☐ The teacher was difficult to find	1%	2%
6 ☐ I did not know where to find the teacher	0%	2%
7 ☐ I did not know the teacher's office hours	1%	2%
8 ☐ I am naturally shy and have difficulty approaching people that I do not know well	7%	10%
9 ☐ I prefer to be independent	3%	7%
10 ☐ There were other teachers in the office that could hear our discussion	1%	5%
11 ☐ I did not have time	3%	5%
12 ☐ Other (please specify) **(see comment section)**		

(NP) Non Probationary
(P) Probationary

37. How many classes on the **average**, did you skip on a **weekly** basis during the Fall 1993 semester?

		NP	**P**
1 ☐	0 classes	21%	7%
2 ☐	1 - 2 classes	56%	26%
3 ☐	3 - 4 classes	16%	29%
4 ☐	5 - 6 classes	7%	17%
5 ☐	More than 6 classes	1%	21%

38. When did you tend to skip class or be absent from school? **(You may check more than one box)**

1 ☐	Mostly on Fridays and/or Mondays	30%	40%
2 ☐	Mostly 8:00 a.m. classes or 5:00 p.m. classes	45%	64%
3 ☐	When I had a lot of spare time between classes	40%	60%
4 ☐	When I had only one class during the day	11%	36%
5 ☐	Before and after the spring break	3%	12%
6 ☐	When I did not like the teacher	13%	38%
7 ☐	When I did not understand the material	10%	33%
8 ☐	When I had a test the next day	8%	10%
9 ☐	Does not apply to me	10%	0%
10 ☐	Other (specify) **(see comment section)**		

39. Why did you choose the courses you enrolled in during the Fall 1993 semester? **(You may check more than one box)**

1 ☐	They were part of the Diploma requirements of my program	70%	57%
2 ☐	They were pre-requisites for my program	34%	19%
3 ☐	I had a genuine interest in the subject areas	51%	31%
4 ☐	I did not know what to choose so I selected anything that was still open	10%	29%
5 ☐	I registered late and everything else was filled	4%	26%
6 ☐	My friends had selected these courses	4%	7%
7 ☐	I heard that the teacher was good	14%	10%
8 ☐	I heard that the class was easy	4%	12%
9 ☐	I needed to arrange my schedule to fit my work schedule	5%	12%
10 ☐	Other (please specify) **(see comment section)**		

(NP) Non Probationary
(P) Probationary

40. In general, how would you describe your feelings about school during the Fall 1993 semester? **(You may check more than one box)**

	NP	**P**
1 ☐ It was stimulating and sometimes exciting	37%	21%
2 ☐ It provided a stepping-stone to my future	54%	29%
3 ☐ It was boring	17%	45%
4 ☐ The content of my program had little relevance	5%	29%
5 ☐ I did not know why I was here	4%	43%
6 ☐ I did not know what else to do	6%	24%
7 ☐ I wanted to work but could not find a job	3%	12%
8 ☐ It was better than at home	9%	14%
9 ☐ It was a lonely place	6%	7%
10 ☐ It was intimidating	3%	12%
11 ☐ I felt inadequate	5%	12%
12 ☐ Other (please specify) **(see comment section)**		

41. What do you feel are the keys to success at school? **(You may check more than one box)**

1 ☐ Regular studying	85%	81%
2 ☐ Plain old hard work	52%	29%
3 ☐ Motivation	88%	86%
4 ☐ Persistence (wanting to succeed)	73%	67%
5 ☐ Average intelligence	35%	48%
6 ☐ Above average intelligence	7%	2%
7 ☐ Possessing special aptitudes	6%	0%
8 ☐ Good study habits (ie. completing homework, assignments etc.)	85%	86%
9 ☐ Interest in school	73%	62%
10 ☐ Establishing priorities	56%	64%
11 ☐ Dedicating time and energy	62%	69%
12 ☐ Ability to seek out help when it is necessary	66%	64%
13 ☐ Avoiding excessive use of drugs	50%	50%
14 ☐ Avoiding excessive use of alcohol	50%	40%
15 ☐ Maintaining a healthy diet and lifestyle	33%	43%
16 ☐ Involvement in extra-curricular activities	20%	19%
17 ☐ Good reading and writing skills	48%	40%
18 ☐ Good communication skills	39%	36%

(NP) Non Probationary
(P) Probationary

	NP	P
19 ☐ Adequate finances	38%	38%
20 ☐ Feeling part of the school	31%	36%
21 ☐ Absence of personal problems	25%	31%
22 ☐ Other (specify) **(see comment section)**		

42. Do you know which courses you need to graduate?

	NP	P
1 ☐ Yes	90%	74%
2 ☐ No (explain) **(see comment section)**	10%	26%

43. Do you know your rights and responsibilities as a Heritage student?

	NP	P
1 ☐ Yes	65%	64%
2 ☐ No	18%	21%

44. Do you find school excessively stressful?

	NP	P
1 ☐ Yes	67%	60%
2 ☐ No	33%	40%

i) If yes, how often do you find school excessively stressful?

	NP	P
1 ☐ All the time	8%	10%
2 ☐ Most of the time	19%	19%
3 ☐ Sometimes	40%	31%
4 ☐ Rarely	1%	0%

(NP) Non Probationary
(P) Probationary

45. What is most stressful about school? **(you may check more than one box).** Please **circle** the number that corresponds to the stress level of your selections.

	NP		P	
Least Stressful:	(# 4)	24%	(# 4/6)	29%
	(# 3)	10%	(# 3)	21%
Somewhat Stressful:	(# 2)	32%	(# 2)	33%
Most Stressful:	(# 2)	25%	(# 1)	26%
	(# 1)	37%	(# 1)	26%

	Least Stressful		Somewhat Stressful	Most Stressful	
1 ☐ Exams, tests	1	2	3	4	5
2 ☐ Essays, papers, assignments	1	2	3	4	5
3 ☐ Interaction with teachers	1	2	3	4	5
4 ☐ Interaction with other students	1	2	3	4	5
5 ☐ Insufficient college services	1	2	3	4	5
6 ☐ Discrimination/prejudice	1	2	3	4	5
7 ☐ Parents/guardians "nagging" me	1	2	3	4	5
8 ☐ Not understanding course material	1	2	3	4	5
9 ☐ Inadequate finances	1	2	3	4	5
10 ☐ Oral Presentations	1	2	3	4	5
11 ☐ Solitude	1	2	3	4	5
12 ☐ None of the above	1	2	3	4	5
13 ☐ Other (specify)	1	2	3	4	5

(see comment section)

(NP) Non Probationary
(P) Probationary

46. Please **rate how useful** the following services were to you during the Fall 1993 semester by circling the appropriate number.

	NP		P	
Very Useful:	(# 1)	18%	(# 1)	17%
	(# 13)	23%	(# 1)	24%
Somewhat Useful:	(# 15)	34%	(# 14/15)	31%
Not Useful:	(# 13)	7%	(# 13)	7%
Did Not Use:	(# 15)	4%	(# 5)	7%

		Very Useful		Somewhat Useful	Not Useful		Did Not Use
1	Academic Advising	1	2	3	4	5	☐
2	The Reading and Writing	1	2	3	4	5	☐
3	Resource Center						
4	Counselling Services	1	2	3	4	5	☐
5	The Nurse/Health Services	1	2	3	4	5	☐
6	Financial Aid Services	1	2	3	4	5	☐
7	Math Tutoring	1	2	3	4	5	☐
8	Career Advising (Choices Etc.)	1	2	3	4	5	☐
9	Orientation	1	2	3	4	5	☐
10	Faculty Mentoring	1	2	3	4	5	☐
11	Native Advising	1	2	3	4	5	☐
12	Social Science Tutoring	1	2	3	4	5	☐
13	Library Services	1	2	3	4	5	☐
14	Student Services	1	2	3	4	5	☐
15	Cafeteria Services	1	2	3	4	5	☐
16	Sport Animation Services	1	2	3	4	5	☐
17	College Animation Activities	1	2	3	4	5	☐
18	Study Skills Workshops	1	2	3	4	5	☐

i) If you selected "not useful" or "did not use" to any of the above, please explain.

(see comment section)

(NP) Non Probationary
(P) Probationary

47. Please **rate** the **extent to which you agree/disagree** with the following statements about your teachers during the Fall 1993 semester by circling the number that corresponds to your choice.

Most of my teachers:	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
Were knowledgeable	1	2	3		5
Were helpful	1	2			
Were available to help me	1				
Were sensitive to my needs and concerns	1				5
Were fair					5
Were enthusiastic about their subject				4	5
Gave instructions clearly				4	5
Presented lessons in a creative and organized wa			3	4	5
Actively involved st their lessons		2	3	4	5
Gave me en assignme	1	2	3	4	5
Gav t	1	2	3	4	5
	1	2	3	4	5
for me	1	2	3	4	5

DELETED

48. Please **rate** the **extent to which you agree/disagree** with the following statements by circling the number that corresponds to your choice..

	NP		P	
Agree Strongly:	(# 4)	71%	(# 5)	69%
Agree Somewhat:	(# 2)	47%	(# 2)	50%
Disagree Somewhat:	(# 16)	25%	(# 8)	29%
	(# 11)	21%	(# 12)	29%
Disagree Strongly:	(# 14)	57%	(# 14)	43%

		Agree Strongly	Agree Somewhat		Disagree Somewhat	Disagree Strongly
1	I have a lot of friends	1	2	3	4	5
2	I am well liked by other students	1	2	3	4	5
3	I lead an active social life	1	2	3	4	5
4	Succeeding in school is important to me	1	2	3	4	5
5	My success in school is important to my parents/guardians	1	2	3	4	5
6	I often postpone my studies to socialize	1	2	3	4	5
7	I feel alone	1	2	3	4	5
8	I feel part of the Heritage community	1	2	3	4	5
9	Drinking alcohol and taking drugs effects my studies	1	2	3	4	5
10	There is someone on staff I feel I can talk to when I am having problems	1	2	3	4	5
11	The noise level where I live effects my ability to study	1	2	3	4	5
12	Financial difficulties are effecting my studies	1	2	3	4	5
13	Work effects my studies	1	2	3	4	5
14	I should have stayed at high school for another year	1	2	3	4	5

(NP) Non Probationary
(P) Probationary

		Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	
15	My health effects my studies	1	2	3	4	5
16	Family stresses/responsibilities effect my studies	1	2	3	4	5
17	Personal problems effect my studies	1	2	3	4	5

Please suggest how we can make your school experience a more successful one for you. Include any comments that will help us to understand your life, problems and experiences.

(see comment section)

COMMENTS - STUDENT SURVEY

6. Nationality/Citizenship:

5. **Specify country of origin:**

- France
- Romania
- England
- Hong Kong
- Somalia

7. diplomat

7 (i). Language Used Most of the Time: At Home/Secondary School

5. Cree
6. Hungarian
7. Inuktituk
8. Lebanese
9. Portuguese
10. Chinese
11. Spanish
12. Somalian
13. Punjabi

8. Was this program your:

4. Was not my choice
5. I didn't have a choice

8iii) Why did you change your program?

- Science was too rigid and strict. I found it very uncreative and logical for my personality.
- Was unaware of all courses offered by Heritage.
- It fits my career choice more conveniently.
- I liked my complementary and wanted to get into that in university. I really disliked my Physics course and felt intimidated around the teacher, who liked to humiliate people in front of the class etc.
- Arts course was much to styalized towards what the teacher wanted to see, not what I wanted to produce.
- Commerce had too much math, and I had trouble with it.
- I hated sciences, it just wasn't for me.
- My career plans have changed.
- No longer interested in Commerce.
- I'd rather read, research and write more.
- Was not interested.

- Because I didn't like Social Science. It was too much learning by the heart and too much lectures.
- My parent wanted me to take E.C.C.E., I didn't. I would rather have a more general program, that doesn't tie my choices up.
- Too heavy a work load.
- Social Science was too much theory and lectures.

9. Where did you first hear about Heritage College?

6. Brother(s)
7. Husband
8. Partner
9. Daughter
10. Sister(s)
11. Hull Olympics
12. Doctor

10. Why did you decide to pursue college level studies?

20. Broaden perspective on the world
21. Being "my own person" and independent
22. I had to choose a direction
23. To better understand children
24. To get into second year of university
25. Learn English

12. Why did you select Heritage to undertake your collegial studies?

26. Fees are low at Heritage.
27. Getting away from the area and high school people.
28. Hockey Team is in Hull (eg. Hull Olympics).
29. A lot of native students attend.
30. Because of a competitive swimming team training in Alymer.
31. I'm also doing a DEC at the Conservatory of Music in Hull, I didn't want to leave it.
32. It is the only English College in the area.
33. Don't know if I want to go to University and this is the next best thing before I make a decision.
34. I love the fact that it's small.

13. Where did you study and do your homework most of the time during the Fall 1993 semester?

16. Ottawa University Library
17. At my locker
18. In the basement
19. Anywhere
20. Computer Room/Lab

16. **Do you feel if you had spent more time studying that you would have had better grades?**

If yes why didn't you spend more time on your studies?

# 11) Personal Problems (explain):

- Parents separated
- I was tired all the time
- Stress from work relationship, financial problems
- Wasn't sure if I belonged in school
- Problems with person I was living with
- Family
- Break-up with boyfriend
- Death of a friend
- Learning disability
- Away from home - lonely
- Domestic dispute
- Moving a lot
- Lonely for girlfriend and parents - 5 hours away
- Girlfriend - sick
- Death of grandfather and personal sickness
- Roommate and I did not get along
- Separation of parents. Far away from home
- Death of family
- Adaptation to school and town
- Thought I was in the wrong program
- Gone for hockey all the time
- I've been through some painful shit, I thought I could get away from it, it keeps coming around
- Time for therapy with my doctor
- Moved out on my own for the first time
- Child and relationship
- Boyfriend and I broke up after three years
- Money
- Parents moved out
- Father took heart attack three times - Grandfather passed away

# 12) Friends (explain):

- My friends wanted me to go out
- Need to have a social life as well as an academic one
- Wanted to spend time with them
- My roommate doesn't respect the fact that I am going to Heritage and I need t to be quiet in order to study
- I live with three friends that have no respect for anything that doesn't involve them
- Going out too much
- Partied a lot
- Roommates would play, I was influenced
- They were always asking me to go places with them
- My friends wanted me to go out with them
- My roommate always went out and brought home boys
- Most of them either dropped out or quit

- Most of my old friends skipped and dropped out of college
- Called to chat, difficult to say "no"
- Going out with them
- Pregnancy, birth
- Boyfriend - spent too much time with him

# 21) Health problems (explain):

- Car accident (neck brace for two months)
- I had radiation treatment
- Medication for depression and "OCD"
- Doctor appointments (a lot of them etc...)
- Physically injured by accident

# 22) Involved in a Collegial Sport Team (basketball)
# 23) Financial worries/problems
# 24) Three children at home; "single mom"
# 25) Hockey takes up too much time and disrupts my schedule
# 26) Cafeteria was loud; lack of space in Library
# 27) Busy schedule with my little one
# 28) I wanted to be in another program
# 29) Difficult being in school after 20 years and family obligations
# 30) Laziness
# 31) I have a eight hour week at the Conservatory and practices and I have a job teaching the violin (8 - 9 hours a week)
# 32) Weather; couldn't get to school
# 33) Concentrated more on sports
# 34) Away from boyfriend
# 35) Depressed about appearance and outlook on life

17. Did you receive encouragement to pursue your studies from any of the following people?

11. Other relatives (specify):

- Aunts
- Grandparents (ie. grandmother)
- Uncles
- Cousins

15. Hockey Coaches
16. Boyfriend
17. Tutor
18. Not applicable

17 (i). Did you receive discouragement from any of the following people?

1. Father

- Wanted me to go to the French Cegep
- I should be in university

2. Mother

- She didn't believe in me - think's I'm stupid
- Wanted me to go to school in Ontario
- She is mean
- Won't lead to job in future
- Too much pressure

3. Brother

- He didn't go to school and has a great job
- They missed me

5. Partner/Spouse

- Thought school would interfere with being a mother

7. High School Teacher

- Said I should travel the world
- Did not want me to go to an English school, wanted me to go to the French Cegep

High School Counsellor

- Didn't want me to go to College

8. College Teacher

- Clinical

9. Friends

- Felt I was wasting my life going to school
- Encouraged me to skip
- Wanted me to party, study later
- Don't bother with it
- Don't need College
- Felt Heritage was bad
- ECCE and low pay not worth studying 3 years for
- Made jokes about me at school
- Said I could not make it in English
- They were taking a year off and encouraged me to do the same

11. Other Relatives

- Questioned usefulness of courses
- Uncle (sponsor) did not help financially
- Cousin said I was out of my mind to want to be a Nurse

12. Self

- Felt it was useless after I got behind
- Feeling down
- Wanted to give up due to amount of work

- Felt hopeless
- Felt I couldn't do it
- Lack of confidence
- I feel Heritage is a below average College
- Low self worth
- This isn't for me
- Believe what I am told. If I am told I am stupid, I believe it
- Program useless for my goals
- Was not sure what I wanted to do
- Felt job prospects will not improve; I am wasting my time
- Personal mental infliction
- Discouraged and disappointed in not getting into nursing and frustrated with all the extra courses required

15. People in the career field
16. Boyfriend

18. Was your accommodation adequate? If no explain.

- Too far from school
- Too small, no privacy or quiet
- Room is small and many live here in the building. Washrooms and kitchen are separate from other rooms. Life is HELL!
- Too much partying
- Too many people
- Constant invasions of privacy
- Too small, my roommates always brought friends home and they were loud
- Too small for number of people
- I was lonely
- Lack of money for rent and food
- No study space
- Lots of fighting
- Too far away from the college
- Too noisy
- Too far
- Expensive rent and electric heating
- It wasn't where I was used to

18 (i). With whom did you live during the week throughout the Fall 1993 semester?

#8) With my children (specify # and ages):

#	Age
1	3
1	19
1	2
3	14, 12, 8
2	3, 5
3	7, 4, 3
3	16, 12, 7
3	1, 2, 5
1	10

9. Roommates (strangers)
10. Boarded/lived with a family
11. Boarding House
12. Grandparents
13. My Mother's friends which screwed me up really bad and then threw me out
14. Roommate, someone I only met when moving to Hull
15. With two friends and brother
16. A woman and her nephew

18 (ii). During the week (Fall 1993), I lived:

6. With relatives
7. Grandparents home
8. Sister's house

19. How did you travel to Heritage College on a daily basis during the Fall 1993 semester?

8. Drove parent's car
9. Taxi

21. Concerning the following statements about the person(s) that raised you, which of the following applies to your situation during the Fall 1993 semester?

8. I moved around too much
9. My mother took off on vacation, like she always does
10. Most of the time overseas

22. What is the highest level of studies attained by the person(s) that raised you?

Male(s)	Female(s)
8. No formal education	15. SAME
9. Military	

26. Why did you hold a paid job while you were studying?

17. To supplement OSAP
18. I enjoyed my job
19. Independence from my parents
20. To have money to do anything I want to do or buy
21. Save for higher education (tuition fees)
22. To build and save to purchase D.J. equipment and lights for a small business or job
23. I like to work
24. To help out on whatever I can

27. Last semester, my parents/guardians (ie. the person(s) that raised you) preferred that:

Male(s)	Female(s)
	11. Tutored two hours per week
6. I did not work as much during the semester	12. SAME
7. Does not apply	13. SAME
8. That I continue to study while playing hockey	14. SAME
9. As long as it does not interfere with both Heritage and Conservatory, they think it's OK	15. SAME
10. I should not have worked so much	16. SAME
11. I'm an adult, they encouraged any decision I had	17. SAME
12. Wasn't happy with me working during school but realized I needed money	
13. Not to work more than ten hours a week	

28. My partner/spouse preferred that:

7. Does not apply
8. Knew that I had to, helped when he could

29. Where did you get the money that you needed to cover your expenses during the Fall 1993 semester?

13. Monetary Awards from high school
14. NWT, Student Financial Assistance Program
15. Awards for Academic Achievement from high school
16. Kitigan Zibi Education Authority
17. Mother's Allowance
18. Bursaries given by community organizations
19. Canada Savings Bonds
20. Orphan's Pension
21. Welfare
22. Hockey Team
23. Jobs of a week or less every so often and babysitting

30. What was the total amount of money you had available to cover general living expenses?

9. Don't know
10. Whatever amount was required

31. Did you have adequate money to cover expenses during the Fall 1993 semester?

If I had some difficulty, explain?

- It's hard to manage money
- Received lump sum - spent some money to quickly
- One sister at university and another at high school
- Family obligations - children's courses and expenses
- Personal debts
- I hate asking my mother for money, she makes a production of it. I rarely ask unless it is important.
- Did take a bit of advantage of the amount of money in my bank account
- My father couldn't afford them
- No job
- During Christmas - relied on schools food bank
- I didn't work the whole semester so I ended up broke
- My father lost his job two months before I started school.
- I disliked always asking my mom for money for books and transportation
- Expensive (eg. books)
- I really had to budget. I got my loan 2nd semester
- My father is on disability, so the income is not the best
- The government didn't give me a loan or bursary
- You can never have enough
- Spent it
- I had to watch every penny I spent
- I spent and spent and spent on clothing, books magazines etc.
- Because I am saving for a car
- It took a while before I could find money to buy my books
- Paid for drivers ed
- I had to ask my parents for extra help
- Christmas was hard when I moved into my new apartment, travel
- Yes, parking tickets, just simply paying for my own expenses was tight

33. What activities were you involved in during the Fall 1993 semester?

20. Listened to radio, went to arcades and played video games
21. Fixing and maintaining my automobile
22. Shopping

34 (ii). The marks in # 34 reflect:

3. I had a good average in all my subjects, except Philosophy (very bad teacher)
4. I was not bilingual when I started school in September '93, I could have done better
5. Death in the family (brother)

6. I was sick
7. I had a teacher/pupil conflict
8. I was homesick

34 (iii). The marks in # 34 i reflect:

4. Not applicable
5. Very low attendance
6. If I had more encouragement; would have been easier if family was around

After 34 (iii).

I could have done better if:

13. I had more time
14. I was less shy to ask for help
15. More self discipline
16. Worked harder to learn the English language
17. Stop avoiding
18. If I had more time and suitable schedule for my hockey
19. If my teachers could speak English
20. If I knew how to cope with personal problems or if there was some help.
21. Less personal problems
22. If I had been in the program that I was interested in
23. I had not been interested in Social Science
24. If I wasn't lazy at all
25. If I wasn't so in love
26. I can always do better no matter what, with no excuses
27. More motivated
28. I wasn't doing two DEC's
29. If I had patience to study
30. If I applied myself more
31. Understand/read/speak English
32. If I had attended classes

35. When I needed help in my classes/courses;

8. My sister
9. I tried to get help from Calculus teacher, but he never would help me
10. My partner
11. My boyfriend's mother
12. My Father
13. My Mother
14. Could not do better in my classes due to attendance conflicts with Hockey
15. I asked my parents or sister
16. I felt too FUCK'N STUPID
17. When I tried to talk to a teacher they wouldn't listen, they told me to come back later but they weren't there

__I preferred to study__:

7. In a small (2 - 4) group forum, if all members are interested/motivated to learn and help each other

8. TV on
9. Didn't study

36. When you did not understand classroom material, did you approach your teacher for help?

__If no__, please explain why.

12. Teacher is unresponsive and does not answer questions
13. Teacher was not approachable
14. Teacher was hard to talk to
15. Teacher couldn't explain in a proper manner
16. Figured out myself
17. Problems I faced were minor and I asked other classmates

38. When did you tend to skip class or be absent from school?

11. I was tired
12. Had to work on other assignments
13. When I was having more fun socializing
14. When I don't feel like it
15. More urgent work to do
16. Appointment with teachers for explanations
17. Knew material
18. When I felt the class was not challenging
19. Long assignments due/didn't have time to complete assignment
20. Sickness
21. When I hadn't finished other homework (in other courses)
22. Labs due
23. Up late the night before
24. When I didn't really enjoy the class
25. During Humanities
26. I was tired of class
27. "Peer pressure" when my friends wanted me to go out for lunch or something
28. When a test was coming up in my concentration courses
29 When I had to go to the rink for Hockey
30. When I had to go visit my brother in the hospital and I needed some time when he died
31. When I knew no new material would be covered
32. Banking and other life responsibilities
33. If the teacher is boring
34. When I hated the subject
35. When I left early on Friday for home
36. When I was going home, to see my parents
37. When I didn't feel good
38. Problems at home
39. Friday 2:00 p.m. - Humanities and Philosophy

39. Why did you choose the courses you enrolled in during the Fall 1993 semester?

10. I felt these courses would give me an advantage when applying to University.
11. It was all that was left because I was first year.
12. I did not choose, classes were given in an attempt to comply with my hockey schedule.
13. I had no choice.
14. To graduate from N.B.
15. I needed to arrange my schedule and fit the conservatories.
16. It was easier to get into University.
17. It was the most frequently picked.
18. I liked computers and heard Heritage had a good course.

40. In general, how would you describe your feelings about school during the Fall 1993 semester?

12. Place to break-free of clique mentalities and be yourself
13. I wasn't use to all the work load
14. It was stressful/highly stressful
15. It was challenging
16. No motivation to succeed
17. It was a change
18. Lack of respect and professionalism on the part of ? in dealing with my problems
19. I didn't realize how much work I had until it was too late
20. It was fine
21. It was necessary
22. Made me want to get better grades in the next semesters
23. Wrong program
24. It had a larger level of difficulty than high school
25. It was more of a readjustment period
26. I'd rather be working but I want a better education for a secure job

41. What do you feel are the keys to success at school?

22. Support
23. Having enough time to give an honest effort
24. Having a goal in mind doing everything possible to attain it
25. Finding the right friends

42. Do you know which courses you need to graduate? If no explain.

- Because I dno't know why I'm here and studying this course
- I know of some, but I would have to look at the blue brochure to know all of the courses
- Do not know the specific courses
- I'm not sure what I want to do or if I'm taking the right course for me
- Not sure what I want to study in university
- I remember the basic courses and requirements but not each specific course name
- Not really
- I'm not sure how any of it works
- I know most of what I need but I'm not completely sure

- Don't know, I just ticked off the right boxes on my form and everything seems to be OK
- Terms are confusing at times
- Not really, it is to vague
- Never checked
- My courses were given to me. I had little or no choice. Therefore I do not know.
- Don't know what credits I need
- I have no idea, I never did
- I have on idea I just know that I'm in Science
- I have not decided what program I would like to be in
- Cause I just started school in Fall 93
- No one told me what I needed to pass what courses I need and would be interested in

45. What is most stressful about school?

14. Not enough time
15. Being above the average of a class is very stressful, I need high marks and I can't allow myself to have bad marks
16. Your "expectations" of a college student and the comparison from you to other peers. (ie. If your fellow classmate has better marks that you. You feel "low")
17. Trying to play hockey and pass at school at the same time is extremely stressful
18. When I can't come to school and I know I should be in school
19. Being in a program which is of no interest to me
20. Personal life
21. Heavy schedule (# 2 - Least Stressful)
22. Having four hour spares

PROBATIONARY STUDENT COMMENTS (SURVEY)

1. Make students more aware of the help programs which you offer. Keep the students motivated.

2. More outdoor activities. More complementary courses. Ski team.

3. The school doesn't have any major problems, it was that I didn't expect everything. I thought that you could skip all the time and get away with anything, that's why I failed. I've learned from my experiences, found new friends and I am ready to try again.

4. Offer more tutoring.

5. Because of hockey my school schedule was ridiculous. I couldn't hardly attend enough classes to pass the attendance standard. The Hull olympics need a special program/schedule if they are expected to succeed at Heritage College.

6. It would have been a lot easier if I had lived closer.

7. More activities involving students.

8. Sit down in a talking circle with Native students and professors to talk about some of the problems I have, so they could give me advice on how to deal with my studies and assignments at the same time. Just talk and give me advice on how to do better in a subject. Love to see more "Healing Circles". See and talk to some Cree elders in my language. Some say on which elders would come to visit our school. A student support group, a circle that sits down together and helps each other. For orientation we were ordered to attend and threatened that we would lose our sponsorship if we didn't attend. My friends said they treated us like kids. I think it's still good for those students who never came to the city. For the cafeteria "the food isn't cooked".

9. Classes should be more together and not so spread apart. I also live far and it's hard to get to school. The whole environment was too laid back with nothing to do except sit in the cafeteria.

10. More finances should be offered so that you can actually eat while also paying rent and bills. Student drug plan. Student bus pass. Attendance is too strict, we are the consumer we pay for the course, we also have other responsibilities that needs to be taken care of during business hours, this should be respected. I am not 16 living at home! Government should have kept student welfare available or we could all just sit

around on welfare for the rest of our lives. They had nothing inexpensive or healthy enough to offer the average student, let alone someone with health problems like me, in the cafeteria. The school doesn't really offer ALL the classes and gym classes that are listed, not fair - we pay for it!

11. I am someone who never relies on special resources from schools or any other places. I would rather figure things out for myself.

12. I chose social sciences because I was undecided about the career I wanted. I dropped out because of lack of interest.

13. As a mature student, the only thing I can suggest for the "ECCE" program, is to offer two separate diplomas.

    a) as is
    b) only take core courses to get a diploma to work in daycares, for those who don't wish to go to university.

14. I have dropped out two times because of personal problems. Speed up things during registration.

15. We have no music classes or theatre. Music is what I would like to take at McGill and this college does not give this course.

16. The main problem was myself and I know it. It is up to me to attend and work instead of slacking off.

17. I wasn't ready to go to college.

18. Don't have 8:00 a.m. classes. Try not to give so many spares.

19. Too much freedom for someone just coming out of high school.

20. Any book a teacher wants a student to buy should be in the library for those who can't afford books. Classes should start at 9.00 a.m. and finish at 4:00 p.m. with less spares in between. The $50 per course failed should be dropped, books are already expensive enough. A better security system in the halls should be made to protect the student's belongings. Summer classes are too expensive. Organize a parking system. Get more employees in student services, every time I go there to see someone I have an extreamly long waiting period.

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21. A better learning environment and maybe better facilities.

22. Keep C.E.C. for mature adults over age of 25.

23. Less spares. Less homework.

24. Less assignments; more time for assignments. More things to do while people are on spares.

25. I couldn't help thinking how poetry would help me out in being a police officer. Maybe in some way it does help but I have no idea to what it relates. I like more than half my classes but as soon as they said "ORAL PRESENTATION" I disappeared off the floor. I was always good in orals but I just turned red as a tomato, just because I didn't know a few people in class. Have good computers so that students can write their essays more easily.

26. I found that my transportation to Heritage College was very long and that kind of loses your motivation. This is a new school and area for me so therefore I have no friends, without friends it is hard to do well especially if you are not the independent type. If I didn't have so many spares I would probably succeed to a higher level.

27. Too much work all at once and not enough time to do it.

28. I'm just not motivated at the moment.

29. I am dealing with my personal problems and stressors, so that in the future I will be more confident and secure. I hope to stand up for myself and demand the help and services I need.

PROBATIONARY STUDENT COMMENTS (INTERVIEW)

What advice would you give a friend coming to Heritage?

1. **Be responsible**
2. **Stand up for yourself**
3. **Get ready to work**
4. **Give it a try**
5. **Get ready for shock**
    - **independence**
    - **assignments**
    - **no attendance**
6. **Go to classes**
7. **Do not get caught up in social activities**

8. Check out the content of courses and who is teaching first
9. Study
10. Don't work
11. Focus on school not friends
12. Keep it simple
13. Do not goof off
14. Time & effort
15. Family life has to be second
16. Stay away from cafeteria
17. Find right people to hang around with
18. Do homework
19. Try to do everything as soon as possible
20. Ask questions
21. Go for help when you need it
22. Find out what services are available
23. Take studies seriously
24. Don't get caught up in freedom
25. Do it for yourself and no-one else

What happened last semester?

1. Wrong program so dropped out
2. Live in Masson - get up at 5:30 a.m. and home at 6:00 p.m.
3. Worked 30 hours per week to pay for books
4. Parents against English School
5. Freedom
6. Personal problems
7. Changes
8. Found out I did not like certain courses
9. Breakup with girlfriend
10. Grandfather died
11. Too much working
12. Program not 1st choice - wanted law/security
13. Younger brother responsibility
14. Worked 16 hours per week, 20 hours per week
15. Grandmother's illness
16. Boyfriend pressure
17. Spent too much time on wrong courses
18. Accounting and Pre Cal too much
19. Philemon pushes Social Science too much
20. Missing History
21. Fell apart
22. Majority of classes were new

SESSION.045.94

23. Did not go to classes
24. Social life was my priority
25. Did not want to be here - wanted to be in agriculture
26. Reading test results are intimidating
27. Not ready for workload, organization, study skills
28. Did not learn how to study in high school

SESSION.045.94

NON-PROBATIONARY STUDENT COMMENTS

1. Get rid of complementary courses they-take up too much time, especially for Nursing students. It's hard to do it all.
2. Insist that those teaching a subject (Nursing) have **current** experience. Once in the field, other employees say what we've learned is old news!
3. I don't have any problem concerning school. I enjoy it, and school doesn't affect my life.
4. Hire teachers who speak proper english to teach english courses.
5. For me to succeed I need to want to. Many of the teachers to me are inadequate, they lack motivation, creativity and interest. Philosophy shouldn't be compulsory, it's a waste of time.
6. Shorter school days. Less giant spares.
7. School is just fine. A lot of my classes are boring.
8. Have more activities to involve the adult student with teachers, faculty and administration. I find I'm still being treated like a child of seventeen years. I have now begun to "get involved" and I'm going to "get involved" next year as well! Have more socializing events in fall or spring to raise money for our uses or charity donations. Get teachers more involved with the students - have debates. Organize sports so that different courses compete against each other (ie. baseball, soccer, golf etc.) Phys. eds. are useless - adult students should not be forced to complete them for D.E.C.
9. Eliminate courses that have little or no interest to students, like Philosophy, Humanities, and replace them with courses that are more useful and practical towards future endeavors.
10. More descriptive advertising about Student Services needed so students know what is available. New building will provide a much needed change for everyone.
11. Reduce the stress involved in their evaluation.
12. Make the exam session longer.

13. Larger library, more conference rooms. Don't make irrelevant courses such as Humanities, Philosophy and complementary courses compulsory for a D.E.C. If I had two less classes to worry about, I'm sure my overall average would go up to the high 80's.

14. More academic advisors available to the students. A two week wait is too long.

15. One thing that bothers me is that report card and stuff are French. I don't like the way courses are arranged, the gym courses and Humanities are boring.

16. Success depends on the student. We do need a strong character. Some people maybe would need some psychological support. It would be interesting to know that someone who studied feelings, who could support us when we're falling down, is at school waiting to give us help about how to reduce our stress.

17. Less 8:00 a.m. classes. Better sports facilities!!!

18. Provide more activities during spares (ie. table tennis, arcade, pool etc.).

19. Extend the time to drop courses until after midterms are released because many students don't realize how well or how poorly they're doing until midterm tests are written.

20. I thought I was going to mainly work on the fine art courses until I realized that I needed English to pass.

21. More facilities for spare time. I found the teachers (especially calculus) to be always rushing through material so they could cover it all for the exams at the expense of the student. Intra-mural soccer. I was told several times by one of the student services people that it was impossible to get into a course, so I went to the teacher who admitted me without any problem. Perhaps student services could do a bit more. Keep the sports teams, they're lots of fun!

22. Teachers play a big role in motivating the students. Some teachers have been there so long that they just aren't motivated themselves. Others just don't know how to transmit the material. When the lectures or notes given can't be understood and one finds himself having to learn everything from the textbook it is hard to find reasons for going to class.

23. Have student mentors or "Buddies" to help new students to get to better know the college and college life.

24. Students should be given the chance to evaluate their teachers. Last semester I had the opportunity to evaluate only one professor.

25. All teachers should be forced to attend teacher's college. Although most teachers know their subject matter inside out, many have no idea how to teach. This is why Heritage has such a horrible reputation. The general atmosphere at Heritage provides no motivation for the students. Provide some sort of monetary awards for various academic accomplishments.

26. If teachers gave more time to do tests and assignments and explain the lessons more clearly. Teachers don't have too much time for the students.

27. Everyone should get at least one locker. Computers should be more available. Have more Humanities classes. Get a gym in the new building. Other choices of weekend Phys. ed. classes.

28. Make teachers and students work together (ie. perhaps a different teacher from each course can spend a day in the library, where he or she can answer any questions from students that are taking his/her course). More library space. Have more information workshops (ie. workshops on study skills, job finding and summer jobs).

29. I tend to feel intimidated in actively seeking help. Knowing more about the services offered.

30. It is hard to concentrate when you are not sure if your rent cheque will bounce.

31. It would be nice to have someone fully recognize the program I am in and perhaps pay more attention to the confusion that arises out of applying to and choosing courses in Languages & Literature.

32. A place in between the Cafeteria and the Library to do work. Books tend to be quite expensive and many are used just briefly.

33. It can get very stressful with the amount of work I have to do.

34. I have financial problems which causes me to think that maybe I should work for a while instead of studying in school.

35. I don't feel that I belong to the Heritage Community. Heritage seems to be more directed towards sports, than culture. This college does not have a Debate club, Improv. team, Theatre club, Spanish club, Chess club.

36. The only way I found out about certain activities etc. was through word of mouth. The billboard system is a little ambiguous. It would be helpful to sell bus passes at the school.

37. Changing the general work ethic/academic attitude of the student body. Getting out of/away from the high school mentality/atmosphere. By demonstrating and guaranteeing real results for the hard work expended in the school.

38. Having to get up at 5:30 a.m. along with the work included with having a child, makes it somewhat hard to study in the evening. It would be easier to be able to keep the same teacher in the compulsory courses.

39. Test dates require more advance notice. School should have had many student gatherings in order to socialize and make friends.

40. Essays and assignments should be better explained. Library should be bigger and have longer hours.

41. If I had been aware of some of these activities I would have taken part in more, to help myself.

42. A more indepth education of what specific courses offer and how they will be of use to students.

43. Get rid of some teachers. Some make you feel stupid and embarrass you in front of class. Philosophy and Greek Civilization are pointless.

44. Investigate teaching of certain teachers. Classes contradict what was previously said in previous classes. They also don't seem to follow textbooks at all and they tend to contradict the textbooks.

45. Take out Humanities/Philosophy. There is no relevance with these courses to my program. Offer summer courses.

46. Ever since I started college, my life has been a disaster because of my parents difficulties. They don't want me to get a job because of my studies but yet we have no money coming in. My dad has been out of work for approximately nine months and has been getting no financial aid. He refuses to go on welfare and this makes it hard for us to live. I'm not mad at my father because I respect what he believes in. My mother also got laid off and is having a hard time finding a new job because of her educational status. My life is like a bomb. I'm stressed out all of the time and want to sleep. This gives me little time to study. Answer this question. My father worked for 26 years and has no income coming in, and I can't get any bursary. Why???

47. More activities for females.

48. I don't feel that we should have to take a Humanities or Philosophy course. I took Early Greek Science and to me it has nothing to do with E.C.C.E.

49. Guide lines available for students who don't know how to study. Classes for attention deficit disordered people.

50. I lead a normal (insecure) teenage life. School for me has been more of a socializing experience. I learned a lot about people and it wouldn't be fair to say that the whole year has been a waste. As for academics I'm afraid I've regressed from high school because of the assignments and classes I've skipped. I only missed these because of lack of motivation due to poor encouragement from my parents and friends. You don't encourage people by giving them "shock therapy". Education is important but there are other things to life. When you die your education, along with all other material objects, are left behind. It's best to concentrate on spiritual objects - these are carried forever.

51. A professor in the library from the science department, to help students who need help. We get help, however I think we need a lot more. Many students are shy or intimidated in approaching professors.

52. Do not understand the concept of having compulsory Phys. Ed. classes and Humanities and/or Philosophy as part of the Nursing program. They are unnecessary stress classes. Faculty mentoring was a waste of time. I feel they want to know about your personal life, then when you need to see them they are either too busy to see you right away or they are not there at all. When they are ready to see you, you don't feel like opening up to them anymore.

53. If the teachers were more understanding about the students problems. Help them with their problems in class by explaining in different ways, with sometimes simpler terms.

54. A better library, more space to study. Computer programs that help us choose careers for the future. Help us become more aware of the importance of choosing a career for the future. A work-out facility such as a free-weight, cardio gym. Why? Science was a very demanding and stressful course. I resorted to smoking to relieve stress. If these facilities are here for us to use they can help us to do better in school. Healthy body/healthy mind. More cheap, healthy food. I did not think the service was useful at all. For example, almost every time I needed help at student services I wasn't helped. One time I called student services and it was very important that I leave a message for someone. I'm sure it would not have taken long. The lady practically hung up on me saying she was too busy. This was after I had called consistently for two hours.

55. Encourage students to seek help when needed!

56. Add more social events at school for people to do during lunch hours.

57. Cut out 8:00 a.m. classes.

58. Less time in between classes, after a four hour spare you have no desire to attend a class. A quiet room to study, besides the library.

59. Less gym. More activities (ie. singers etc.). More people we can talk to - counsellors etc.

60. I'm lonely but I don't guess there's much you can do about that.

61. For teachers to give out a handout with what to study for tests, exams.

62. Hard getting up so early for 8:00 a.m. classes.

63. Price and quality of the cafeteria food. Prices are too high.

64. If a loan would be obtainable, my school experience would be a much less stressful one. I just don't understand how the people that don't have the money can't get a loan but the people that do have money get them.

65. The life problems I've experienced weren't the fault of the school. They are life problems that I had and have to overcome on my own. The teachers can only support me, understand me as they had.

66. Do not have so many spares.

67. If I would have gotten more OSAP I would have only had to work maybe 10 hours a week. I see the relevance of Humanities.

68. Some teachers are very inadequate in their methods of teaching especially when they tell us the course we are in is really a waste of time. I believe that some professors should learn to keep their opinions to themselves. I enjoyed the majority of my teachers and look to a lot of them for advice.

69. Get teachers who can explain what they know. I know they are smart and they have understanding but they don't always relay this understanding to us.

70. More quality teachers. Chemistry department is really bad. None of my teachers can speak good english, so they are very hard to understand in class. Too many early starts. I have two 8:00 a.m. classes and three 9:00 a.m. classes in a week.

71. Try not to schedule a day of classes starting at 8:00 a.m. to 5:00 p.m. Get the teachers to take more time to explain things so that when doing the assignments they are better understood.

72. Just continue making surveys.

73. ? lacks confidence, should be teaching a higher level because his tests are NOTHING like covered material. Seems oblivious to reality.

74. More plans. Better lounge area for students. Make programs, assistances better known to students.

75. More respect for differences in people (ie. prejudices, ignorance). Kick idiots out (ie. trouble makers, loud-mouths and assholes).

76. More exciting classes and ways of teaching. More explanations for lessons. Organizations of tests between teachers, three tests in one day is too much.

77. Some of the teachers really don't seem to know what they are doing. Maybe if they did, we would know too. Cafeteria prices for food are too high, also needs to be bigger. The people playing the music at lunch "suck".

78. Students in this school are not very friendly. They are not very helpful to someone who needs help.

79. You can do nothing that you haven't already done. The rest must and will come from me.

80. I need bursary and loans because of financial problems.

81. Shorter days and classes - less spares.

82. Advisors did not really know what they were talking about and what was needed by the student when applying to other schools. Many of the teachers I had are lacking in passion. The teachers at Heritage are very knowledgeable. I think that they tend to forget that students are here to learn the subject, we're not here because we already know it.

83. Create a group that will encourage or motivate a student to continue on with their education.

84. Teachers should be more understanding to a student when he/she has a problem. Student Services should be more in touch with the students.

85. I didn't like the environment of the school. I found some of the teachers to be lazy. Need more than three pay-phones. The library didn't have enough resources and books. Some of the people in student services are "not quite with it".

86. I am not motivated enough. The classes that are part of my program, I come to because I am interested but the compulsory course like English & Humanities, I find no need for and therefore I do not attend as often.

87. I think that if teachers have high failure rates that they should be evaluated. When you're in class and no one understands what the teacher is talking about, there is something wrong.

88. Be there for students and be friendly.

89. A lounge for native students where they can do their homework.

90. More study groups for Electronic students and more lab time.

91. No classes which start at 5:00 p.m. No four hour spares between classes. Parking for students.

92. A new school is what will give more life and something new to attend.

93. Cleaner more positive environment.

94. Better environment (new school). Better books in the library. Stricter attendance and class grades regulation to keep motivation up.

95. Better library. Have teachers who hold unbiased opinions or are not racist. More parking space. Have professors treat the students as adults not high school teenagers.

96. Make schedules more appealing. More academic advisors.

97. Some of my courses do not give me enough motivation to work. I feel as if they are a total waste of time. They were complementary courses not mandatory. I did not learn a lot because I didn't care. I strongly believe that attendance should not be included in the evaluation of students. If they, or I do not want to be here, we are only hurting ourselves by not getting the lecture/notes, and if it is not hurting our marks by missing these classes. Christmas break is too long.

98. Help look for placement during and upon graduation. Keep informed through student services about courses to be taken, when it comes to exemptions etc. Better help for Computer Science students. More computers required. More room in general. Air conditioning.

99. If the courses were arranged so that there weren't as many spares between the classes. More activities to keep students busy during their spares.

100. Try and make the Philosophy and Humanities classes more interesting. Try and make the English teachers less hard on the students. We aren't professional writers. We are students who are trying to improve our skills.

101. Keep school small because I find it more sociable.

102. More enjoyable. Access to better and more modern equipment.

103. Motivated teachers who are more open and willing to communicate with us.

APPENDIX C

Session d'accueil

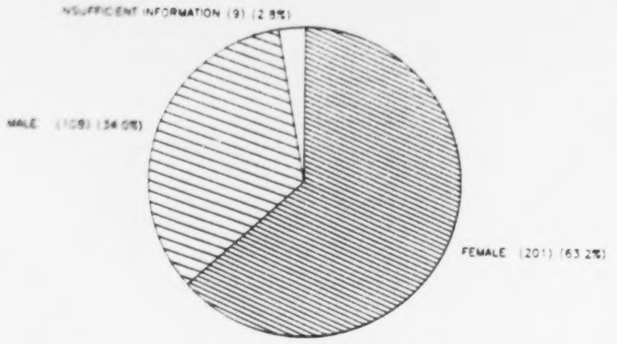
Data

Fall 1993

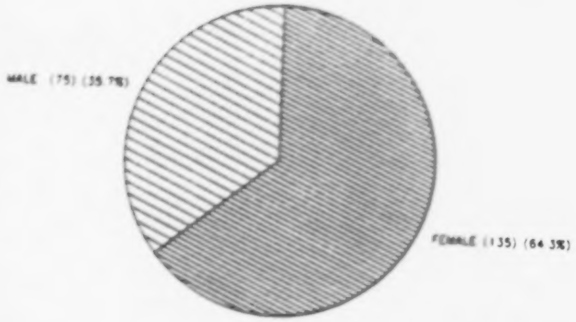
(T)	Total
(P)	Probationary
(NP) or (N)	Non Probationary
(TP)	Total Passed
(TF)	Total Failed
(NPP)	Non Probationary Passed
(NPF)	Non Probationary Failed
(PP)	Probationary Passed
(PF)	Probationary Failed

STUDENT ENROLLMENT BY GENDER

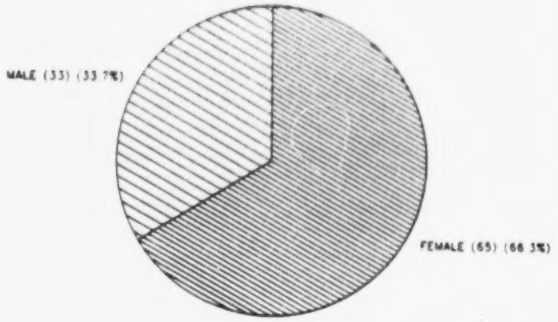
TOTAL POPULATION (318)



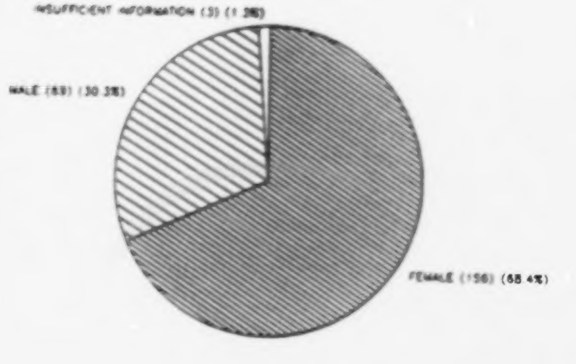
Pre-University (TOTAL 210)



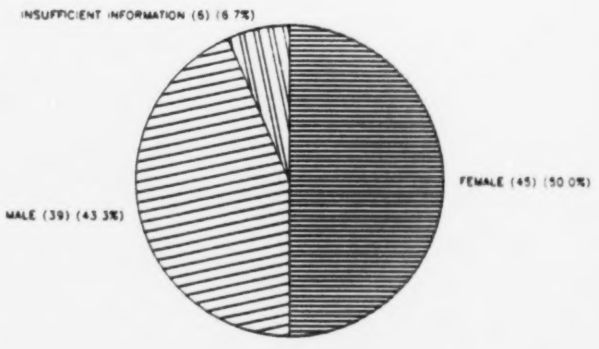
Career (TOTAL 98)



Non-Probationary (TOTAL 228)



Probationary (90)



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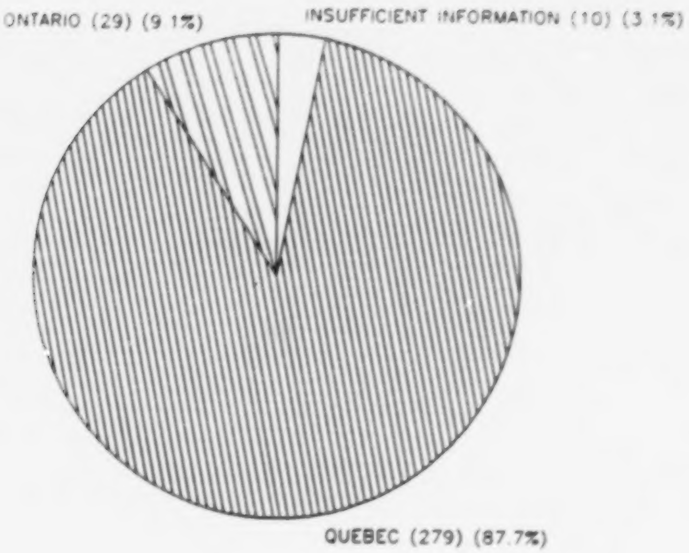
Age of students in 1993 (%)

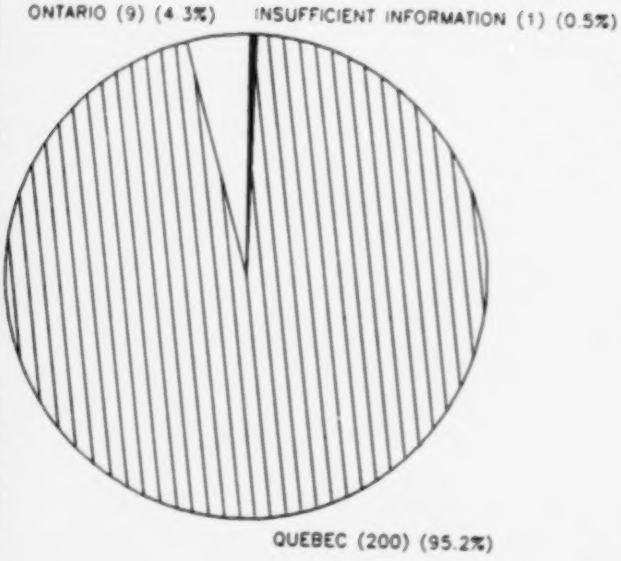
CATEGORY (YEARS)	16	17	18	19	20	21	22	23	24	25	26	27	29	30	31	32	33	37	38	40	50	1993
Total	1	45	24	7	5	3	2	2	2	1	1	1	0	0	0	1	1	1	0	1	0	3
Non-Probationary	2	47	24	7	5	2	0	2	2	0	1	1	0	0	0	0	0	1	0	2	0	1
Probationary	0	38	24	7	3	3	6	2	2	2	1	0	0	0	0	1	1	1	0	0	0	8
Pre-U	2	56	23	7	4	2	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Career	0	26	28	7	6	4	2	5	4	2	3	2	0	1	1	2	1	2	0	2	1	1
Social Science	2	55	25	5	4	2	3	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0
Science	2	68	21	4	2	0	0	0	2	0	0	0	0	0	0	0	2	0	0	0	0	0
Commerce	0	45	27	23	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fine Arts	0	50	19	6	19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0
Liberal Arts	7	40	20	7	0	7	0	0	0	0	0	0	7	0	0	0	0	7	7	0	0	0
Science Prep	0	43	29	0	14	0	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Business Admin	0	33	33	7	4	7	0	4	4	0	0	0	0	0	0	0	0	0	0	4	0	4
Early Childhood Ed	0	27	23	9	9	0	5	5	0	5	0	5	0	0	0	5	0	5	0	5	0	0
Nursing	0	15	31	8	0	0	0	15	8	0	8	8	0	0	0	0	0	0	0	0	8	0
Electronics Eng Tech	0	27	27	9	9	9	9	0	0	9	0	0	0	0	0	0	0	0	0	0	0	0
Office Systems Tech	0	11	22	0	11	0	0	0	22	0	22	0	0	11	0	0	0	0	0	0	0	0
Computer Science	0	38	25	0	0	0	0	13	0	0	0	0	0	0	0	13	0	13	0	0	0	0
Nursing Access	0	14	14	14	14	14	0	0	0	0	0	0	0	0	14	0	14	0	0	0	0	0
PHILEMON WRIGHT	0	63	24	6	6	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0
D'ARCY MCGEE	7	62	24	5	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PONTIAC PROTESTANT	0	60	27	7	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0
JOHN PAUL II	0	58	33	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ROUYN/NORANDA/VALD'(	9	27	36	9	9	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0
ST. ALPHONSUS	0	75	25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NORTHERN RURAL	0	20	15	0	5	15	20	5	15	0	0	0	0	5	0	0	0	0	0	0	0	0
OTHER QUEBEC	0	41	39	7	2	2	0	2	0	0	0	0	0	0	2	0	0	0	0	2	0	2
ONTARIO	0	5	18	18	5	9	0	9	14	5	5	5	0	0	0	0	0	5	0	5	0	0

PROVINCE OF ORIGIN

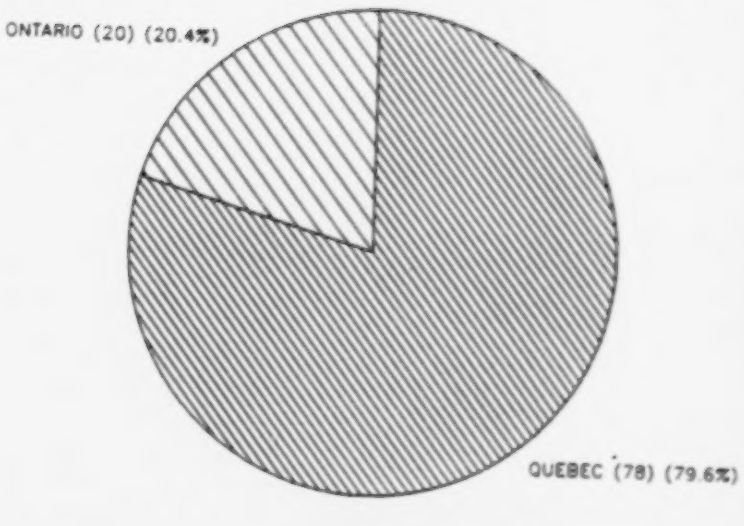
Total Population (318)



Pre-University (TOTAL 210)



Career (Total 98)



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HIGH SCHOOL OF ORIGIN

	Major Feeder High Schools	**Number of Students**
1.	Philemon Wright	108
2.	D'Arcy McGee	42
3.	Pontiac Protestant	15
4.	John Paul II	12
5.	Rouyn-Noranda/Val D'Or (11)	
	· St. Joseph's	8
	· Percival	2
	· Noranda	1
6.	St. Alphonsus	4
7.	Other Quebec: (46)	
	· St. Michaels	3
	· Cite Etudiante	3
	· Sedberg	1
	· Laurentian Regional	1
	· A. Corbeil	1
	· Alexander Galt	1
	· Bernard Gariepy	1
	· Bonaventure	1
	· Braden Senior	1
	· De L'Ile	1
	· De la Foret	2
	· De Quebec	1
	· De Rosemere	1
	· Grande Riviere	10
	· Hormisdas-Gamelin	2
	· Jimmy Sandy Memorial	2
	· La Tuque	1
	· Le Carrefour	2
	· Mont Bleu	2
	· Peirrefonds Comprehensive	1

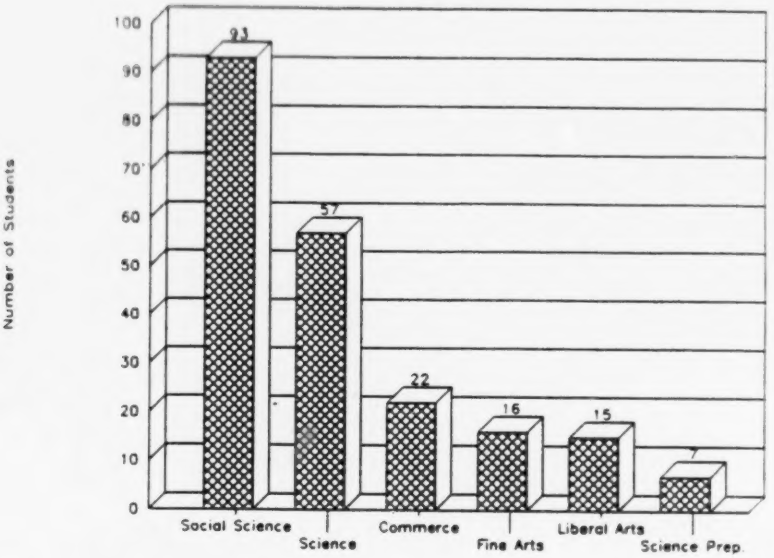
	Number of Students
· Queen E.	1
· Rosemount	1
· Saguenay Valley	1
· Saint Alexandre	1
· Soeur-de-Coulonge	2
· Trois Rivieres	1
· Widdifield	1
8. Ontario: (22)	
· Almonte & District	3
· Earl of March	2
· Gloucester	1
· Hillcrest	2
· J. S. Woodsworth	1
· Leeds & Grenville	1
· Notre Dame	1
· Ottawa Technical	1
· Park Street Collegiate	1
· Rideau	1
· Ridgemont	2
· Saint Patrick's	1
· Sir Robert Borden	1
· Sir Wilfrid Laurier	3
· York Memorial Colligiate Inst.	1
9. Northern Rural: (20)	
· Badabin Eeyou	1
· Willie J. Happyjack	2
· Wemindji Day	2
· Waskaganish	2
· MacLean Memorial	4
· Kitigan Zibi	4
· James Bay Eeyou	5
10. Other Provinces: (4)	
· Eastern Shore (NS)	1
· Sydney Academy (NS)	1
· West Kings (NS)	1
· Takijualuk (N.W.T.)	1
11. N/A (Insufficient Information)	34

Application Date (%) T/NP/P

	TOTAL			NP			P		
CATEGORY	BY_MARCH_1	LATE	NO_DATE	BY_MARCH_1	LATE	NO_DATE	BY_MARCH_1	LATE	NO_DATE
Total	71	25	4	75	23	2	60	32	8
Non-Probationary	75	23	2	75	23	2	0	0	0
Probationary	60	32	8	0	0	0	60	32	8
Pre-U	76	23	1	80	19	1	63	35	2
Career	67	33	0	68	32	0	67	33	0
Social Science	69	30	1	72	26	2	63	37	0
Science	93	7	0	94	6	0	86	14	0
Commerce	64	32	5	71	29	0	40	40	20
Fine Arts	81	19	0	80	20	0	100	0	0
Liberal Arts	67	33	0	71	29	0	0	100	0
Science Prep	71	29	0	80	20	0	50	50	0
Business Admin	70	30	0	75	25	0	67	33	0
Early Childhood Ed	68	32	0	75	25	0	50	50	0
Nursing	54	46	0	50	50	0	67	33	0
Electronics Eng Tech	82	18	0	89	11	0	50	50	0
Office Systems Tech	67	33	0	50	50	0	100	0	0
Computer Science	63	38	0	57	43	0	100	0	0
Nursing Access	57	43	0	60	40	0	50	50	0
PHILEMON WRIGHT	88	10	2	88	10	1	87	10	3
D'ARCY MCGEE	83	17	0	96	4	0	57	43	0
PONTIAC PROTESTANT	93	7	0	93	7	0	100	0	0
JOHN PAUL II	75	25	0	75	25	0	75	25	0
ROUYN/NORANDA/VALD'(	73	27	0	78	22	0	50	50	0
ST. ALPHONSUS	50	50	0	50	50	0	0	0	0
NORTHERN RURAL	50	50	0	42	58	0	63	38	0
OTHER QUEBEC	63	37	0	67	33	0	54	46	0
ONTARIO	41	59	0	60	40	0	0	100	0

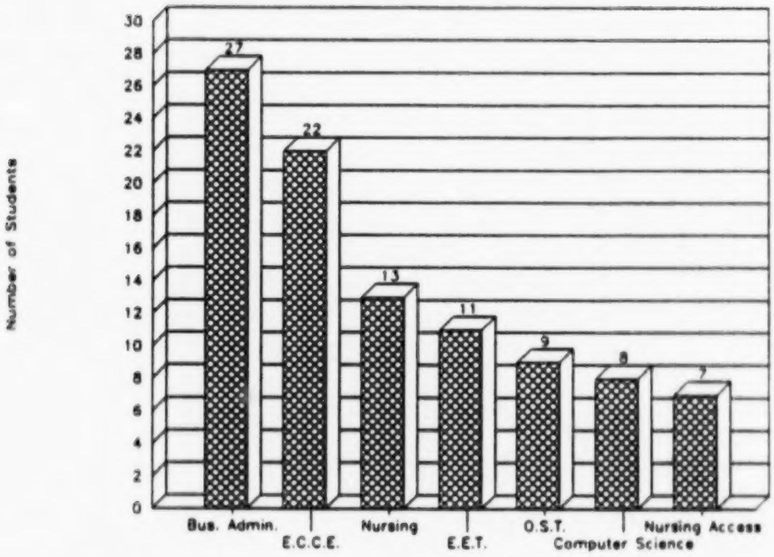
STUDENT POPULATION

Pre-University Programs (TOTAL 210)



STUDENT POPULATION

Career Programs (TOTAL 98)



Percentage of students having High School diploma (T/NP/P)

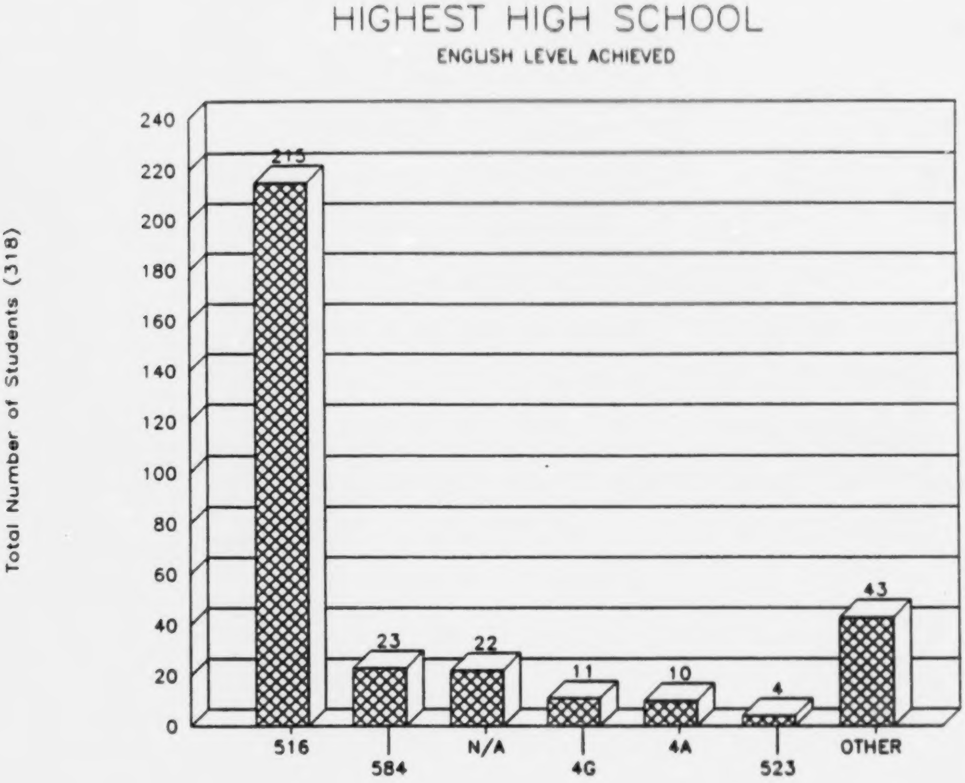
CATEGORY	T-Yes	T-No	N-Yes	N-No	P-Yes	P-No
Total	84	16	88	12	74	26
Non-Probationary	88	12	88	12	0	0
Probationary	74	26	0	0	74	26
Pre-U	87	13	91	9	74	26
Career	77	23	81	19	72	28
Social Science	83	17	89	11	73	27
Science	91	9	94	6	60	40
Commerce	85	15	87	13	80	20
Fine Arts	83	17	82	18	100	0
Liberal Arts	92	8	92	8	100	0
Science Prep	100	0	100	0	100	0
Business Admin	76	24	90	10	67	33
Early Childhood Ed	85	15	78	22	100	0
Nursing	71	29	50	50	100	0
Electronics Eng Tech	90	10	88	13	100	0
Office Systems Tech	75	25	100	0	50	50
Computer Science	60	40	75	25	0	100
Nursing Access	83	17	80	20	100	0
PHILEMON WRIGHT	86	14	91	9	73	27
D'ARCY MCGEE	95	5	100	0	85	15
PONTIAC PROTESTANT	93	7	93	7	100	0
JOHN PAUL II	92	8	100	0	75	25
ROUYN/NORANDA/VALD'(	90	10	89	11	100	0
ST. ALPHONSUS	100	0	100	0	0	0
NORTHERN RURAL	95	5	100	0	88	13
OTHER QUEBEC	68	32	71	29	62	38
ONTARIO	50	50	0	0	50	50

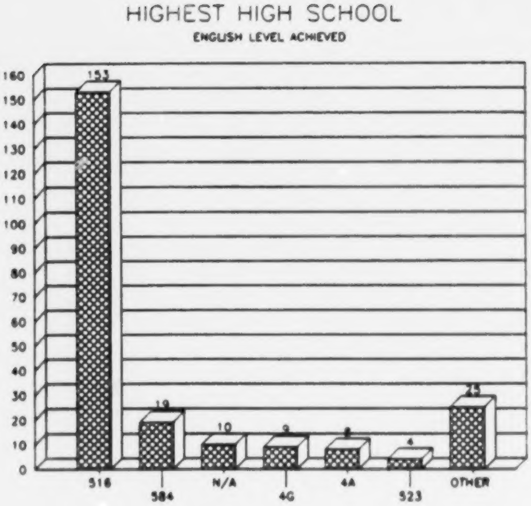
Secondary V credits failed (%) (QUEBEC ONLY)

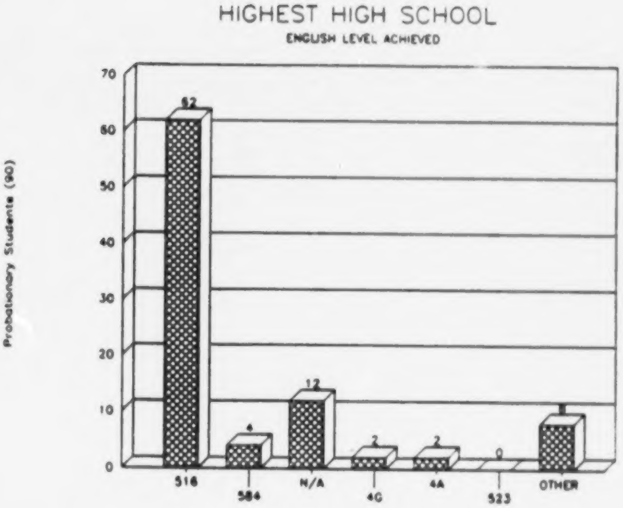
CATEGORY (# OF CREDITS)	0	1	2	4	5	6	7	8	9	10	11	12	13	14	16	17	18	19	20	21	22	26	31	32	33	49
Total	45	6	2	9	3	6	1	6	3	2	2	3	2	1	2	1	1	1	2	0	1	1	0	0	0	0
Non-Probationary	54	6	2	9	3	5	1	7	2	1	1	3	1	2	1	1	1	0	2	1	1	1	0	0	0	0
Probationary	22	7	1	9	4	11	3	4	4	3	7	4	4	0	4	1	1	3	1	0	0	3	1	1	1	1
Pre-U	45	8	2	8	3	7	2	6	4	2	2	3	2	2	1	1	1	1	2	0	1	1	1	1	0	0
Career	44	3	1	11	4	4	0	7	0	0	4	4	1	0	3	1	1	0	3	1	0	3	0	0	1	1
Social Science	28	6	1	14	4	8	2	10	3	3	3	2	2	3	1	0	1	2	0	0	2	1	1	0	0	0
Science	74	13	0	2	0	4	2	0	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Commerce	50	5	0	5	5	10	0	5	5	0	0	0	5	0	0	0	0	0	5	0	0	0	0	5	0	0
Fine Arts	42	8	0	8	0	0	0	0	17	0	0	0	0	0	0	8	0	0	17	0	0	0	0	0	0	0
Liberal Arts	54	0	15	0	0	23	0	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0
Science Prep	17	17	0	0	17	0	0	17	0	0	0	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Business Admin	28	0	0	12	8	8	0	4	0	0	12	8	4	0	4	0	4	0	0	0	0	4	0	0	0	4
Early Childhood Ed	38	8	0	23	0	0	0	8	0	0	0	0	0	0	0	0	0	0	8	8	0	0	0	0	8	0
Nursing	57	0	14	14	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Electronics Eng Tech	70	0	0	0	10	0	0	0	0	0	0	10	0	0	0	0	0	0	10	0	0	0	0	0	0	0
Office Systems Tech	25	0	0	0	0	0	0	25	0	0	0	0	0	0	25	25	0	0	0	0	0	0	0	0	0	0
Computer Science	80	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nursing Access	50	0	0	17	0	0	0	33	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PHILEMON WRIGHT	37	13	0	7	7	6	1	6	6	1	5	1	2	1	1	2	1	1	2	1	0	1	0	1	0	0
D'ARCY MCGEE	51	2	5	5	0	15	2	5	0	0	2	2	2	0	2	0	0	2	0	0	0	0	0	0	0	2
PONTIAC PROTESTANT	67	0	7	20	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
JOHN PAUL II	50	0	0	17	0	0	0	8	0	0	0	17	0	0	0	0	8	0	0	0	0	0	0	0	0	0
ROUYN/NORANDA/VALD'(	40	0	10	0	0	0	0	10	0	10	0	10	0	10	0	0	0	0	10	0	0	0	0	0	0	0
ST. ALPHONSUS	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NORTHERN RURAL	37	0	0	21	5	5	0	0	0	5	0	5	0	0	5	0	0	0	5	0	0	0	5	0	5	0
OTHER QUEBEC	39	2	0	14	2	7	0	11	2	2	0	5	2	0	2	0	0	0	2	0	5	5	0	0	0	0
ONTARIO	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

secondary V average (%) [Total]

CATEGORY	00_TO_09	40_TO_49	50_TO_59	60_TO_69	70_TO_79	80_TO_89	90_TO_99
Total	8	1	8	31	35	17	0
Non–Probationary	7	0	4	25	39	24	0
Probationary	11	2	19	44	23	0	0
Pre–U	3	1	7	29	38	22	0
Career	10	1	11	39	32	7	0
Social Science	3	0	12	41	33	11	0
Science	0	4	0	9	42	44	2
Commerce	5	0	5	23	50	18	0
Fine Arts	6	0	6	38	38	13	0
Liberal Arts	7	0	0	27	40	27	0
Science Prep	0	0	14	29	29	29	0
Business Admin	4	4	7	48	26	11	0
Early Childhood Ed	9	0	18	32	32	9	0
Nursing	15	0	0	38	46	0	0
Electronics Eng Tech	0	0	9	45	36	9	0
Office Systems Tech	22	0	33	22	22	0	0
Computer Science	38	0	0	25	25	13	0
Nursing Access	0	0	0	57	43	0	0
PHILEMON WRIGHT	1	0	12	37	33	17	0
D'ARCY MCGEE	0	0	2	24	38	33	2
PONTIAC PROTESTANT	0	0	7	20	33	40	0
JOHN PAUL II	0	0	0	42	50	8	0
ROUYN/NORANDA/VALD'	9	9	0	18	45	18	0
ST. ALPHONSUS	0	0	0	0	50	50	0
NORTHERN RURAL	5	0	25	25	45	0	0
OTHER QUEBEC	2	2	4	28	46	17	0
ONTARIO	9	0	14	50	23	5	0

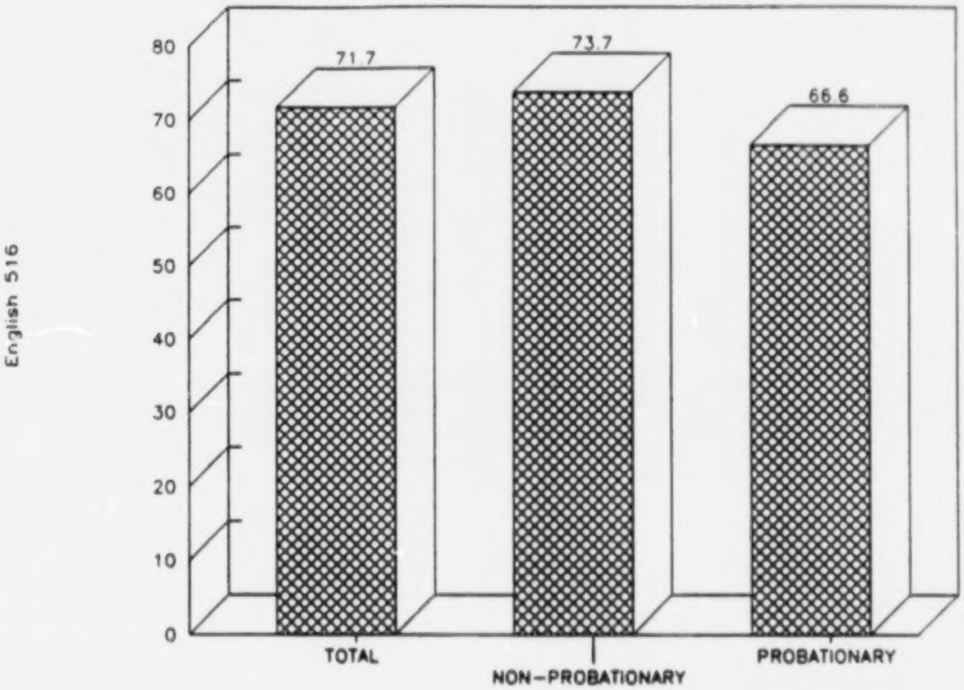

HIGHEST HIGH SCHOOL
ENGLISH LEVEL ACHIEVED


HIGHEST HIGH SCHOOL
ENGLISH LEVEL ACHIEVED


HIGHEST HIGH SCHOOL
ENGLISH LEVEL ACHIEVED

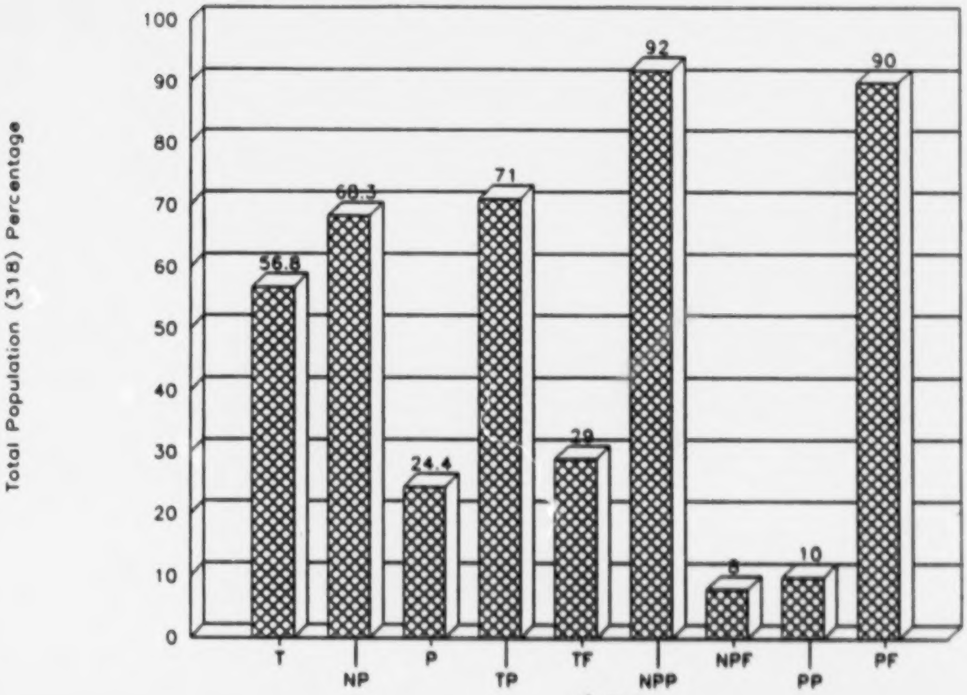
INCOMING AVERAGE FOR ENGLISH 516

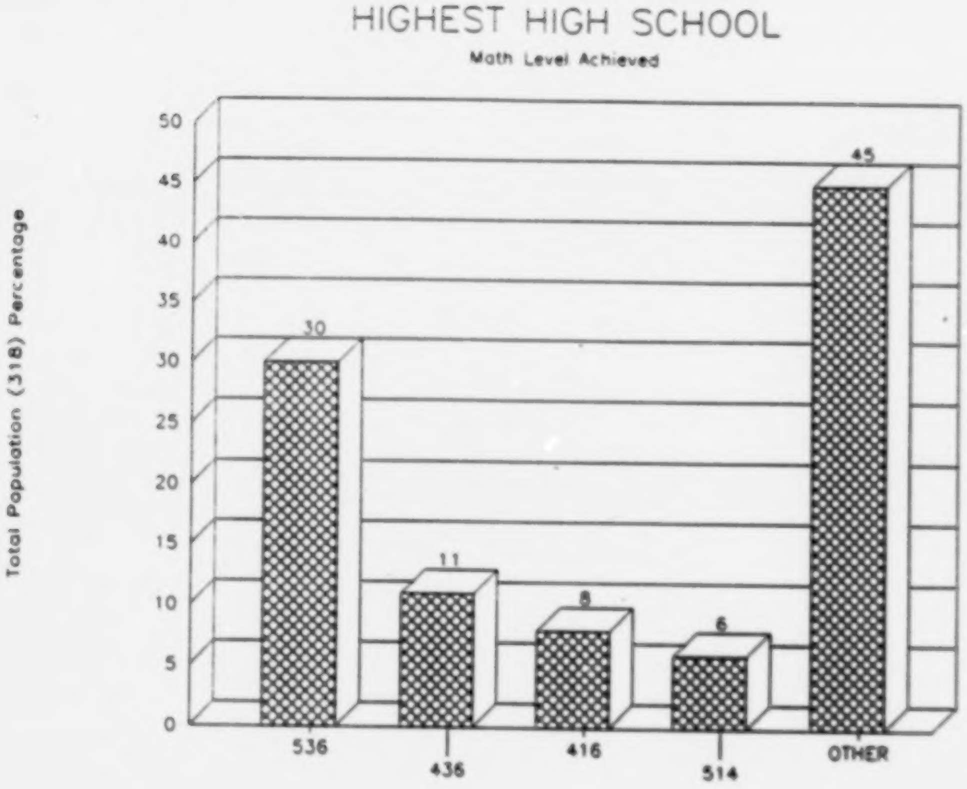
(FALL 1993)

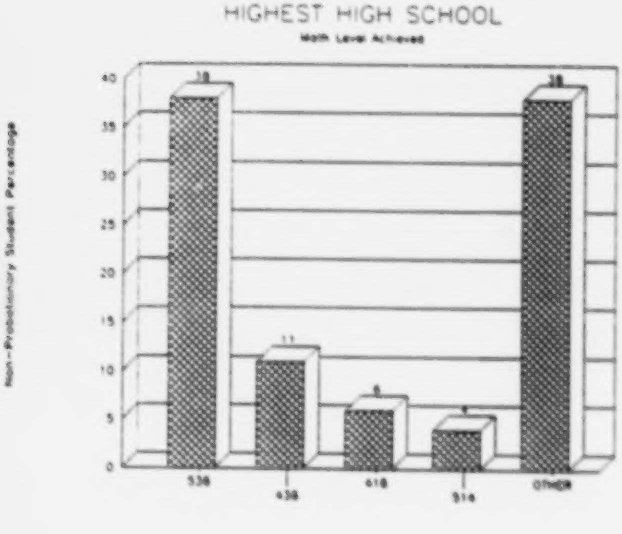


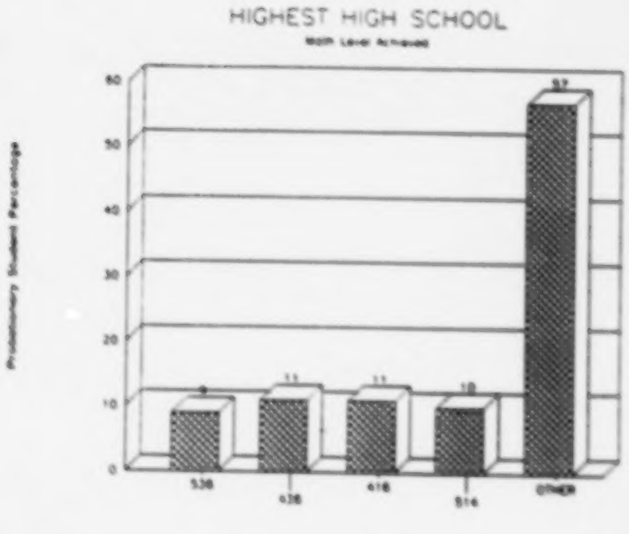
ENGLISH 104 AVERAGES

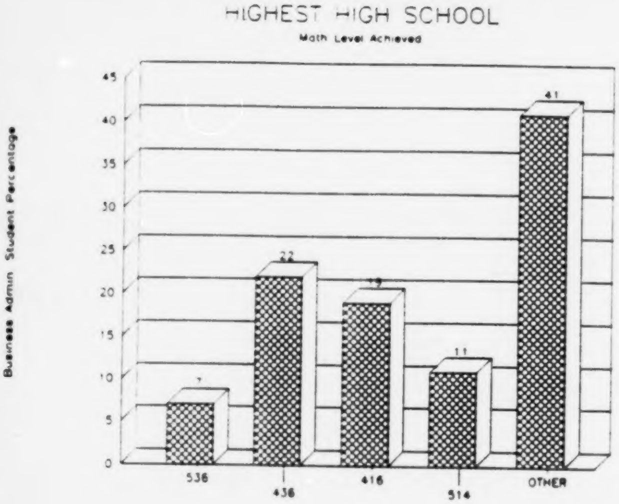
Pass and Fail Breakdown

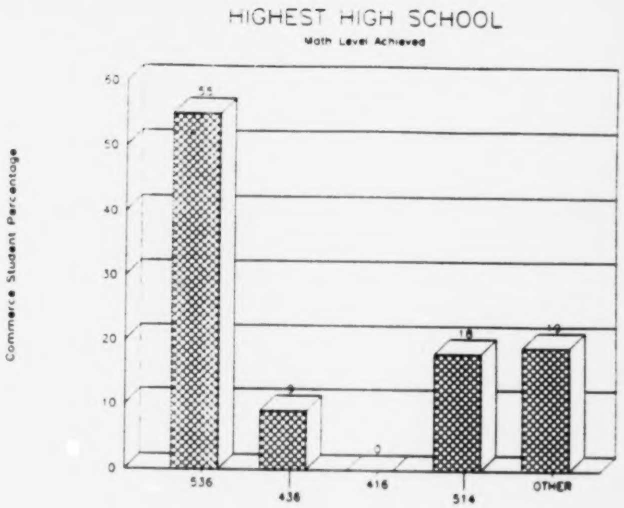


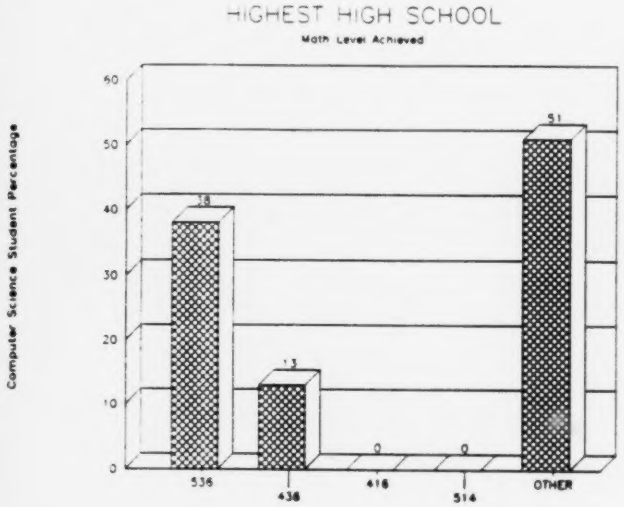

HIGHEST HIGH SCHOOL
Math Level Achieved
Total Population (318) Percentage
50
45
40
35
30
25
20
15
10
5
0
30
11
8
6
45
536
436
416
514
OTHER

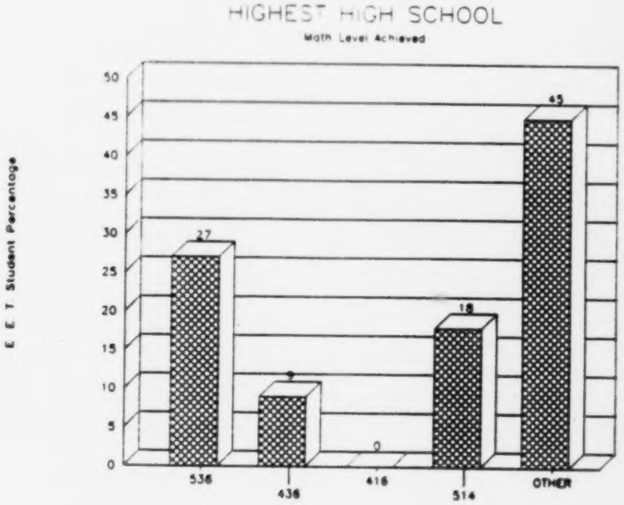

HIGHEST HIGH SCHOOL
Math Level Achieved
Non-Probationary Student Percentage
40
35
30
25
20
15
10
5
0
38
11
6
4
38
536
436
416
514
OTHER

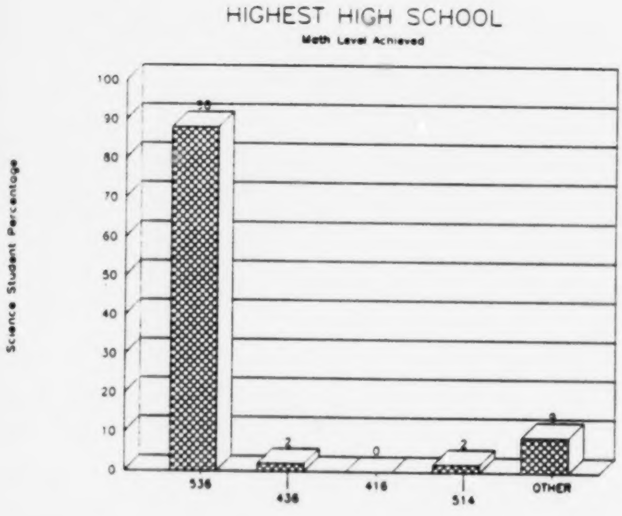

HIGHEST HIGH SCHOOL
Math Level Achieved
Probationary Student Percentage
60
50
40
30
20
10
0
9
11
11
10
57
536
436
416
514
OTHER











BEST COPY AVAILABLE

Math 101 at Heritage Averages, Pass/Fail

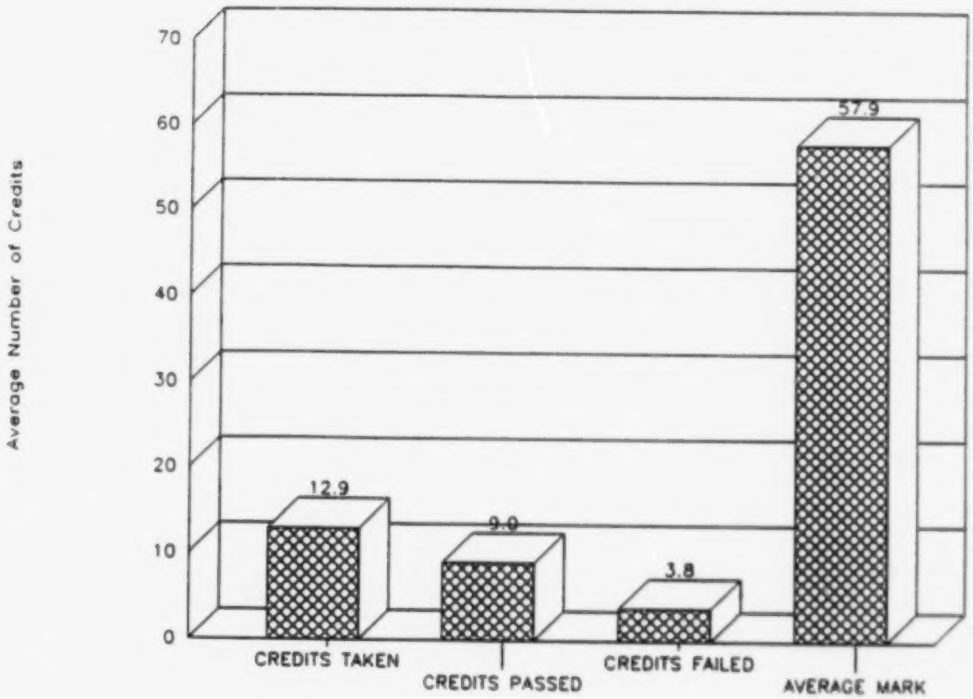
	%	%	%	#	#	#	#	#
CATEGORY	Total	Non–P	Prob	T–Pass	T–Fail	N–Pass	N–Fail	P–Fail (ALL FAILED)
Total	57.9	66.0	28.8	26	11	26	3	8
Non–Probationary	66.0	66.0	0.0	26	3	26	3	0
Probationary	28.8	0.0	28.8	0	8	0	0	8
Pre–U	59.6	66.0	28.7	26	9	26	3	6
Career	30.0	0.0	30.0	0	1	0	0	1
Social Science	72.0	72.0	0.0	1	0	1	0	0
Science	60.3	67.6	34.2	18	5	18	0	5
Commerce	59.4	65.9	1.0	7	3	7	2	1
Fine Arts	0.0	0.0	0.0	0	0	0	0	0
Liberal Arts	0.0	0.0	0.0	0	0	0	0	0
Science Prep	32.0	32.0	0.0	0	1	0	1	0
Business Admin	30.0	0.0	30.0	0	1	0	0	1
Early Childhood Ed	0.0	0.0	0.0	0	0	0	0	0
Nursing	0.0	0.0	0.0	0	0	0	0	0
Electronics Eng Tech	0.0	0.0	0.0	0	0	0	0	0
Office Systems Tech	0.0	0.0	0.0	0	0	0	0	0
Computer Science	0.0	0.0	0.0	0	0	0	0	0
Nursing Access	0.0	0.0	0.0	0	0	0	0	0
PHILEMON WRIGHT	54.0	59.6	37.3	7	5	7	2	3
D'ARCY MCGEE	61.6	67.8	37.0	8	2	8	0	2
PONTIAC PROTESTANT	65.0	65.0	0.0	5	1	5	1	0
JOHN PAUL II	72.7	72.7	0.0	3	0	3	0	0
ROUYN/NORANDA/VALD'	15.0	0.0	15.0	0	1	0	0	1
ST. ALPHONSUS	0.0	0.0	0.0	0	0	0	0	0
NORTHERN RURAL	80.0	80.0	0.0	1	0	1	0	0
OTHER QUEBEC	34.0	67.0	1.0	1	1	1	0	1
ONTARIO	0.0	0.0	0.0	0	0	0	0	0

Math 103 (Calculus) at Heritage. Average, Pass/Fail

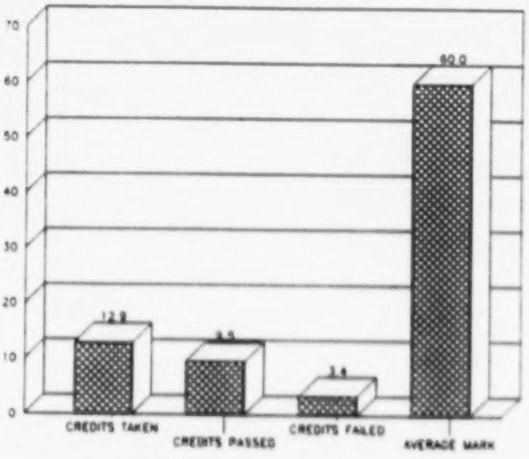
	%	#	#
CATEGORY	Total	T-Pass	T-Fail
Total	61.3	20	12
Non-Probationary	61.3	20	12
Probationary	0.0	0	0
Pre-U	61.0	19	12
Career	70.0	1	0
Social Science	0.0	0	0
Science	63.0	18	9
Commerce	47.5	1	3
Fine Arts	0.0	0	0
Liberal Arts	0.0	0	0
Science Prep	0.0	0	0
Business Admin	0.0	0	0
Early Childhood Ed	0.0	0	0
Nursing	0.0	0	0
Electronics Eng Tech	70.0	1	0
Office Systems Tech	0.0	0	0
Computer Science	0.0	0	0
Nursing Access	0.0	0	0
PHILEMON WRIGHT	52.2	7	11
D'ARCY MCGEE	74.3	4	0
PONTIAC PROTESTANT	65.0	1	0
JOHN PAUL II	0.0	0	0
ROUYN/NORANDA/VALD	0.0	0	0
ST. ALPHONSUS	0.0	0	0
NORTHERN RURAL	0.0	0	0
OTHER QUEBEC	77.8	6	0
ONTARIO	54.0	1	1

NB ONLY NON-PROBATIONARY STUDENTS ENROLLED IN MATH 103.

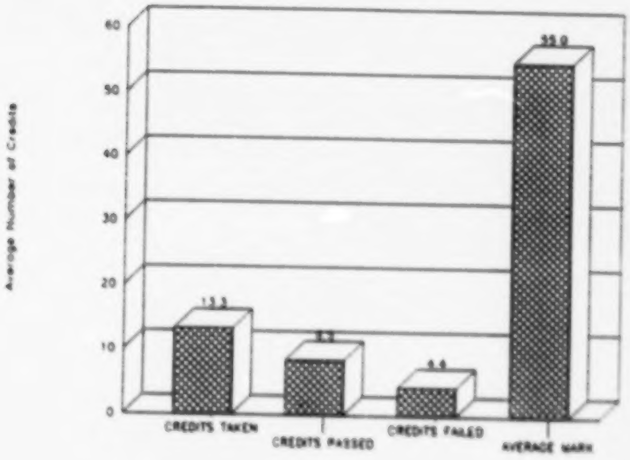
HERITAGE



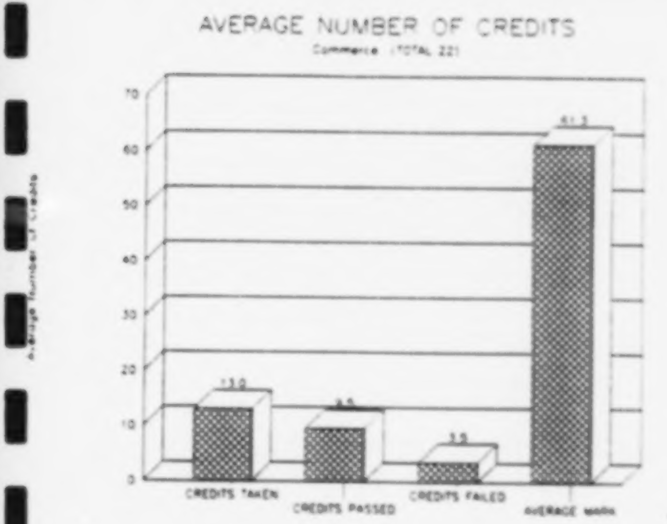
AVERAGE NUMBER OF CREDITS
Total Population (318)

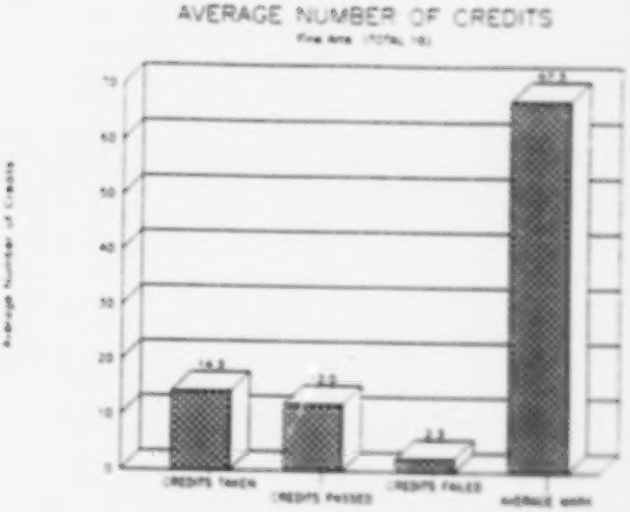


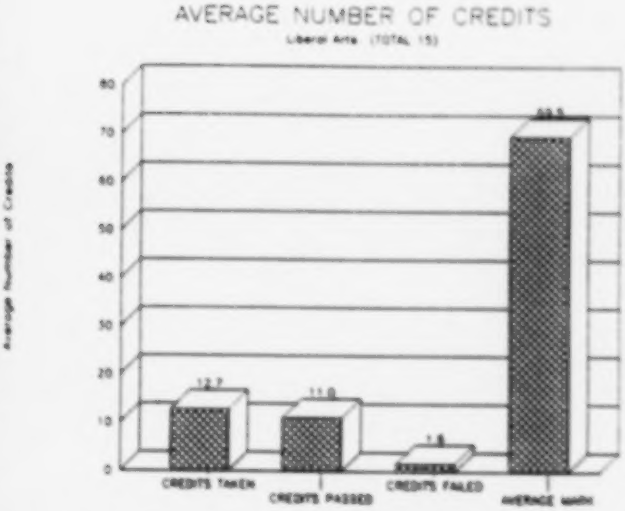
AVERAGE NUMBER OF CREDITS
Pre-University (TOTAL 210)

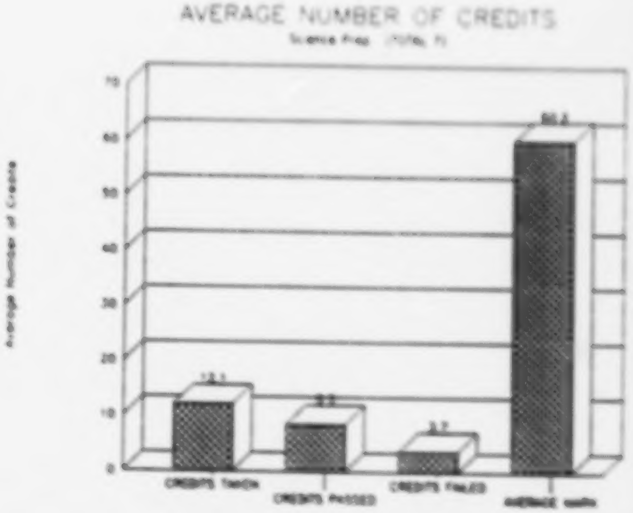


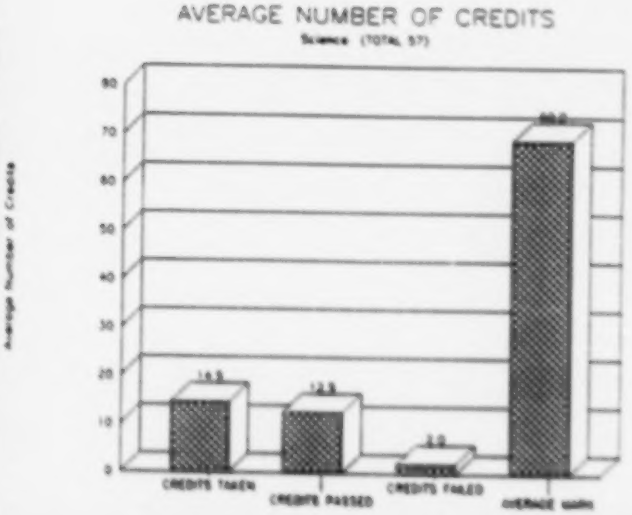
AVERAGE NUMBER OF CREDITS
Career (TOTAL 98)

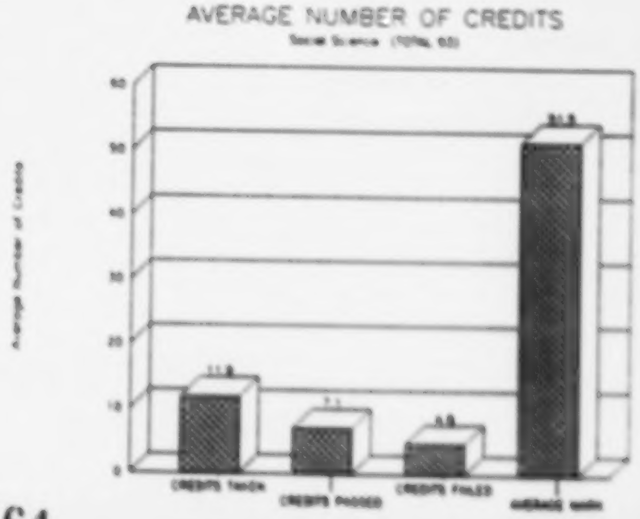

AVERAGE NUMBER OF CREDITS
Commerce (TOTAL 22)
Average Number of Credits
0
10
20
30
40
50
60
70
13.0
9.5
3.5
61.3
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK


AVERAGE NUMBER OF CREDITS
Fine Arts (TOTAL 16)
Average Number of Credits
0
10
20
30
40
50
60
70
14.3
12.0
2.3
67.3
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

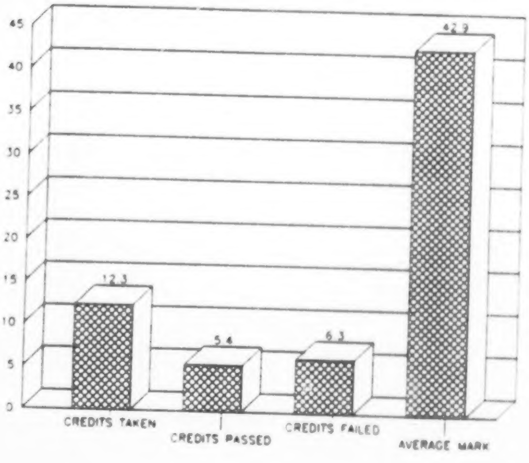

AVERAGE NUMBER OF CREDITS
Liberal Arts (TOTAL 15)
Average Number of Credits
0
10
20
30
40
50
60
70
80
12.7
11.0
1.6
69.5
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK


AVERAGE NUMBER OF CREDITS
Science Prep. (TOTAL 7)
Average Number of Credits
0
10
20
30
40
50
60
70
13.1
8.5
3.7
60.2
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK


AVERAGE NUMBER OF CREDITS
Science (TOTAL 57)
Average Number of Credits
0
10
20
30
40
50
60
70
80
14.5
12.5
2.0
69.0
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK


AVERAGE NUMBER OF CREDITS
Social Science (TOTAL 63)
Average Number of Credits
0
10
20
30
40
50
60
11.8
7.1
4.8
51.3
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

AVERAGE NUMBER OF CREDITS
Business Administration (TOTAL 27)



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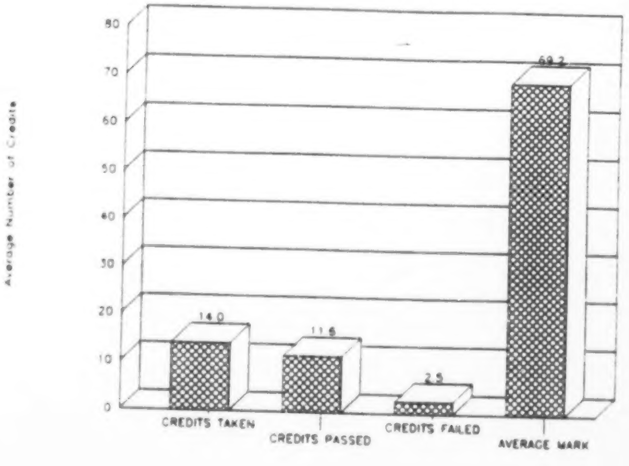
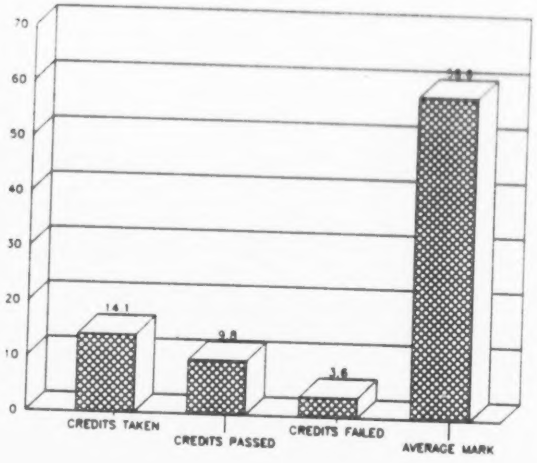
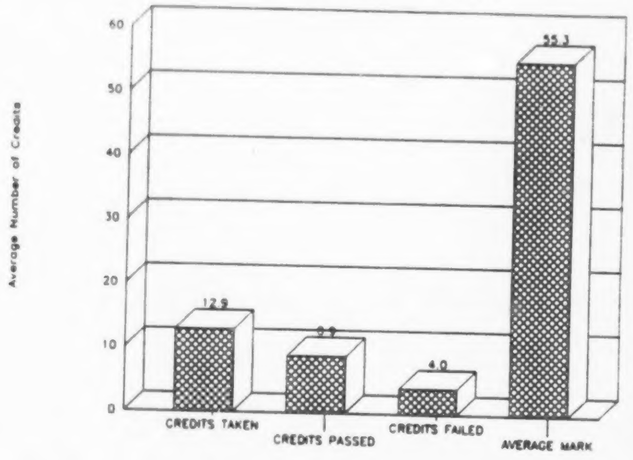
Computer Science (TOTAL 8)



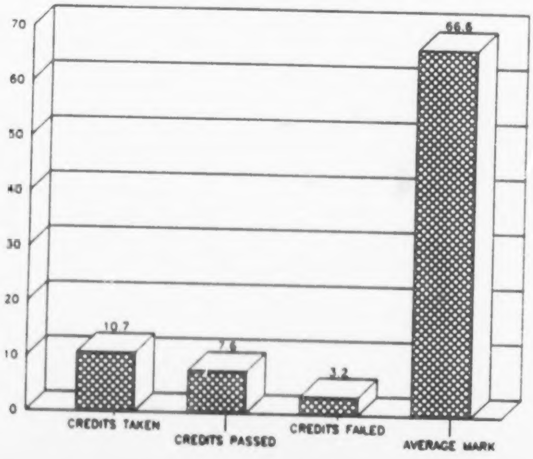
AVERAGE NUMBER OF CREDITS
E.C.C.E. (TOTAL 22)



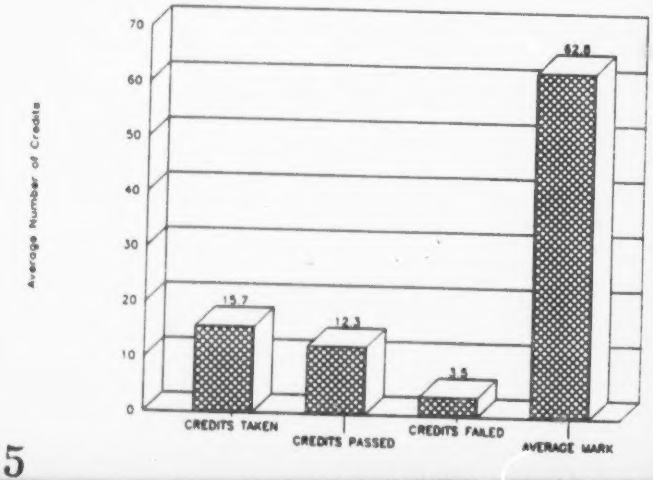
AVERAGE NUMBER OF CREDITS
Electronic Engineering Tech. (TOTAL 11)

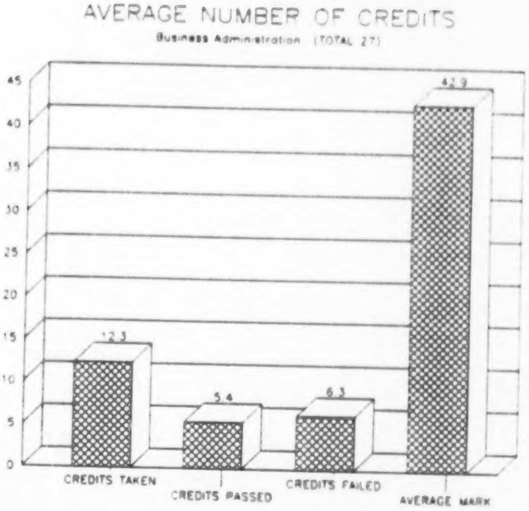


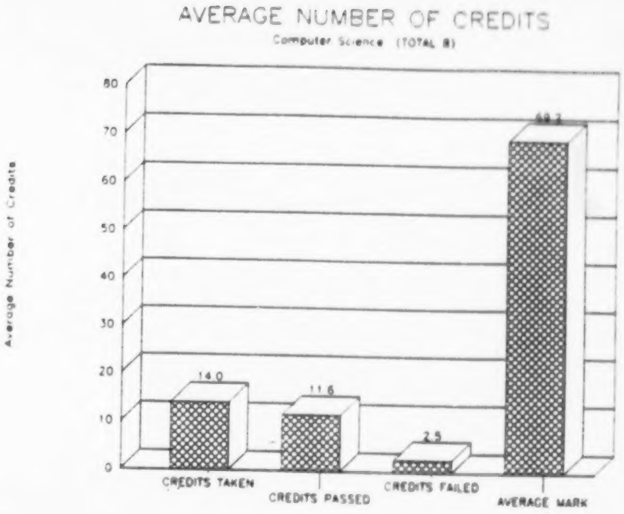
AVERAGE NUMBER OF CREDITS
Nursing Access (TOTAL 7)

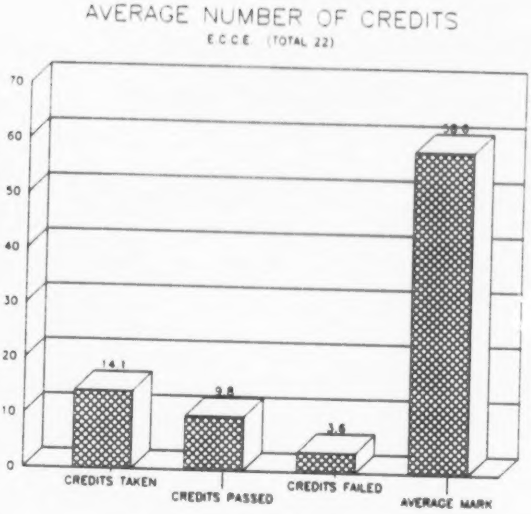


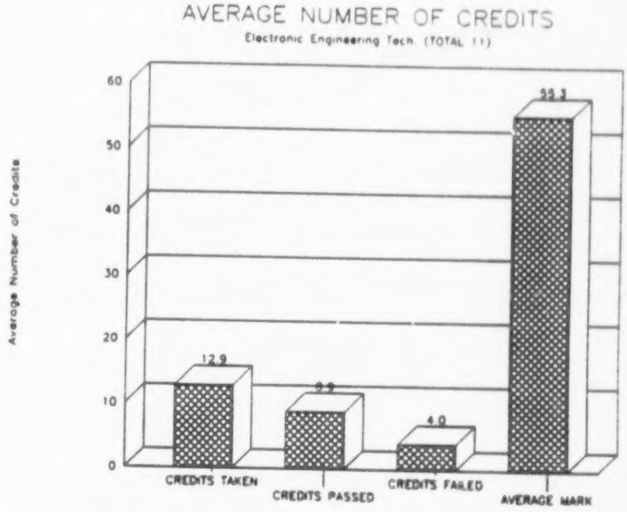
AVERAGE NUMBER OF CREDITS
Nursing (TOTAL 13)

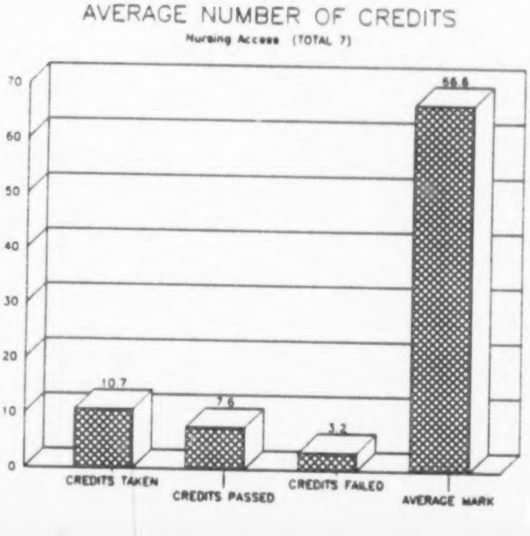


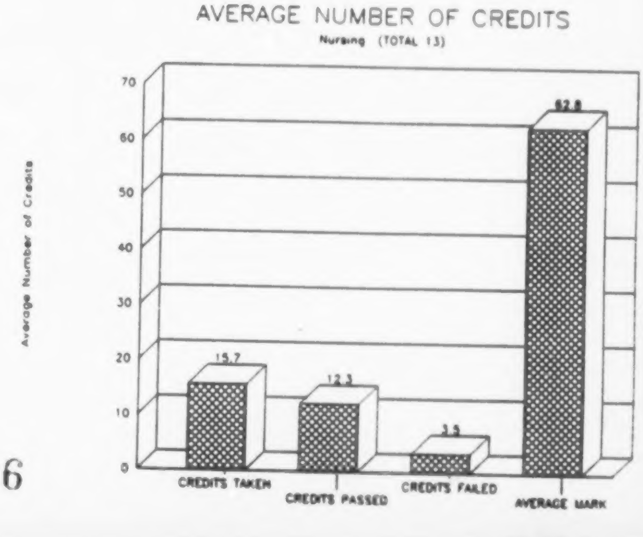

AVERAGE NUMBER OF CREDITS
Business Administration (TOTAL 27)
45
40
35
30
25
20
15
10
5
0
12.3
5.4
6.3
42.9
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

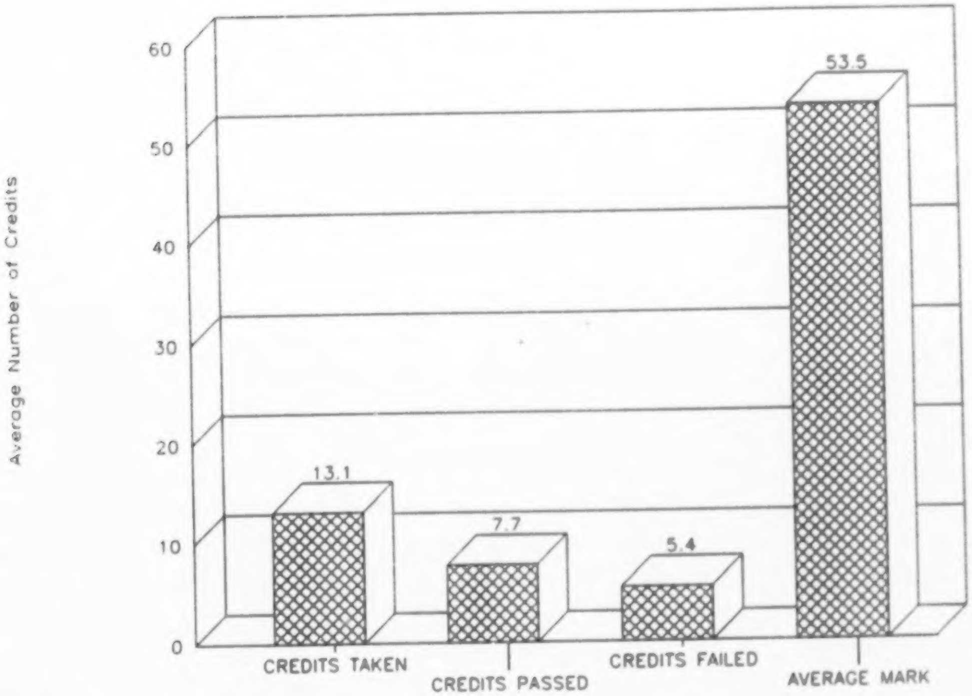

AVERAGE NUMBER OF CREDITS
Computer Science (TOTAL 8)
Average Number of Credits
80
70
60
50
40
30
20
10
0
14.0
11.6
2.5
68.2
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK


AVERAGE NUMBER OF CREDITS
E.C.C.E. (TOTAL 22)
70
60
50
40
30
20
10
0
14.1
9.8
3.6
58.0
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK


AVERAGE NUMBER OF CREDITS
Electronic Engineering Tech. (TOTAL 11)
Average Number of Credits
60
50
40
30
20
10
0
12.9
9.9
4.0
55.3
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

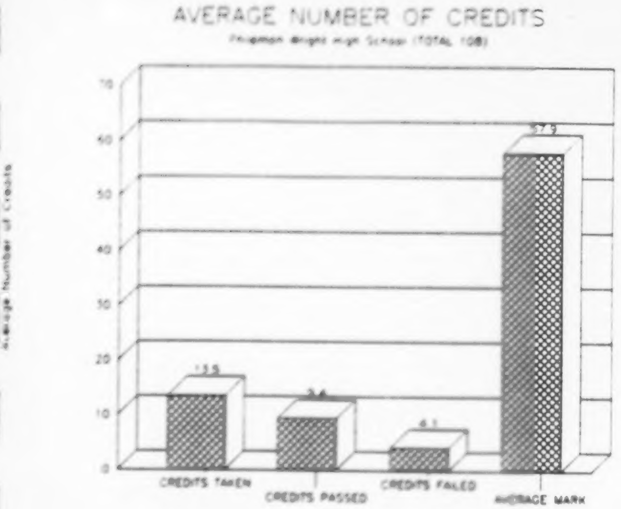

AVERAGE NUMBER OF CREDITS
Nursing Access (TOTAL 7)
70
60
50
40
30
20
10
0
10.7
7.6
3.2
66.6
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

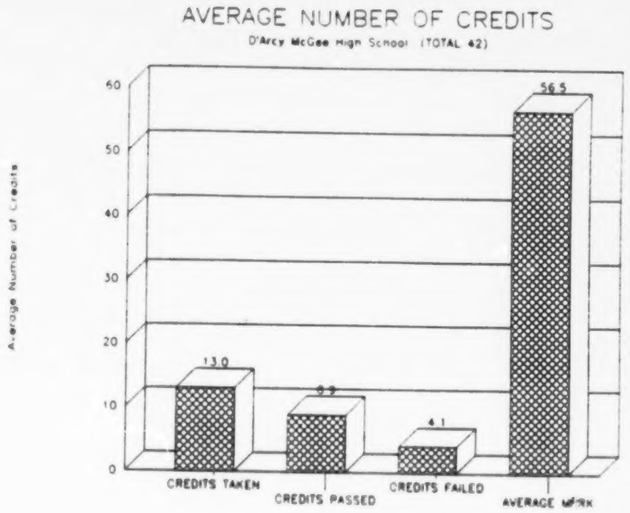

AVERAGE NUMBER OF CREDITS
Nursing (TOTAL 13)
Average Number of Credits
70
60
50
40
30
20
10
0
15.7
12.3
3.5
62.8
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

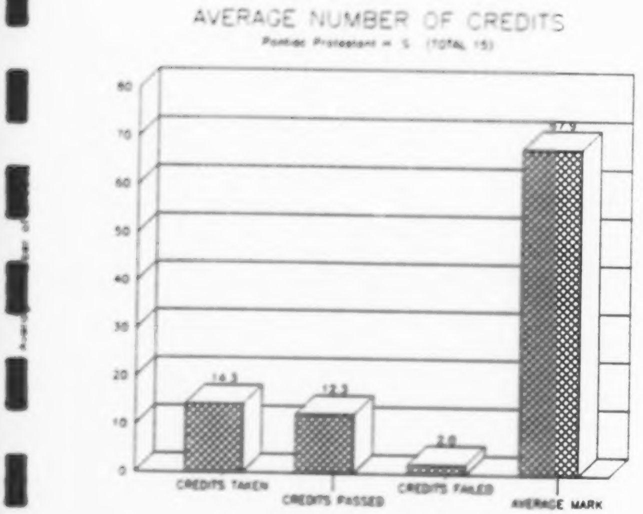


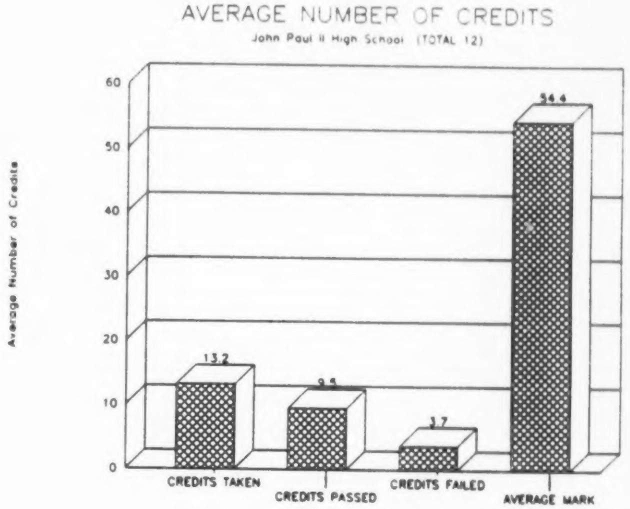
AVERAGE NUMBER OF CREDITS

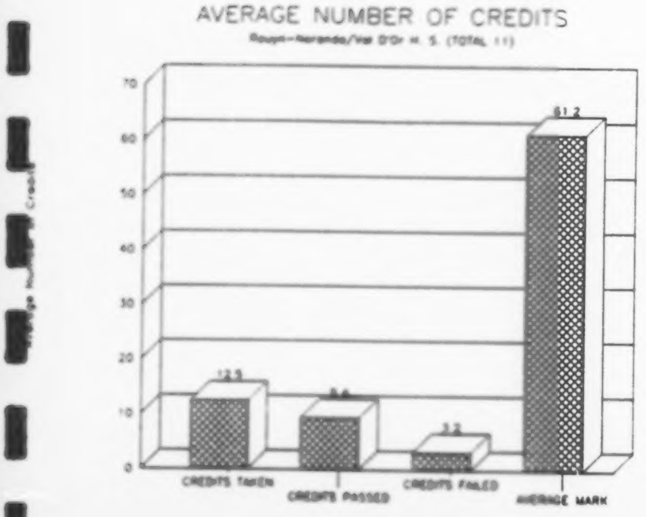
Office Systems Technology (TOTAL 9)

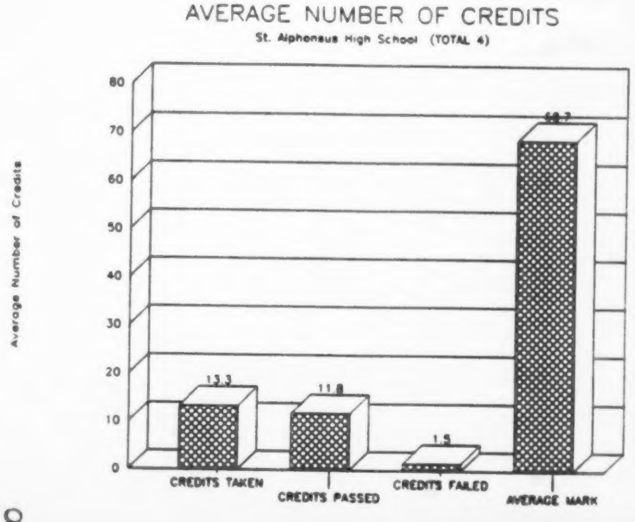

AVERAGE NUMBER OF CREDITS
Philemon Wright High School (TOTAL 108)
Average Number of Credits
0
10
20
30
40
50
60
70
13.5
9.4
4.1
57.9
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

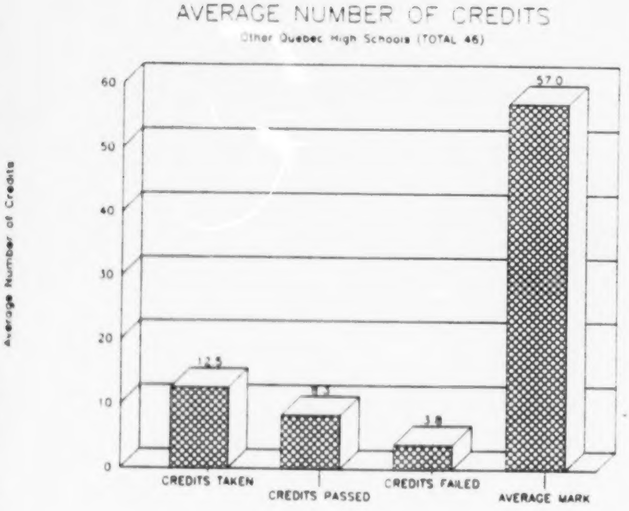

AVERAGE NUMBER OF CREDITS
D'Arcy McGee High School (TOTAL 42)
Average Number of Credits
0
10
20
30
40
50
60
13.0
8.9
4.1
56.5
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

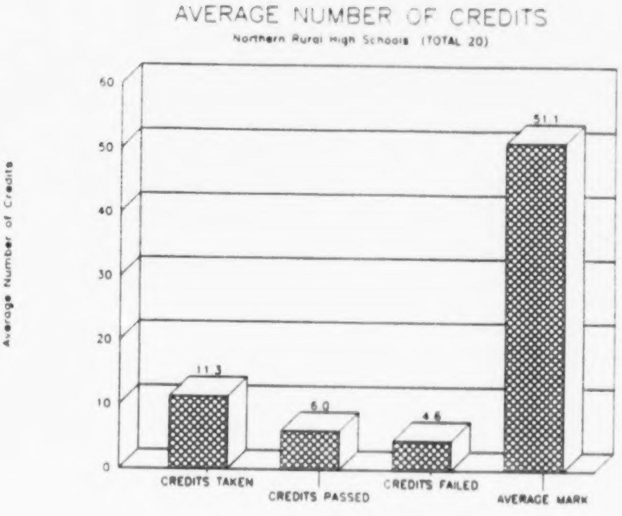

AVERAGE NUMBER OF CREDITS
Pontiac Protestant H. S. (TOTAL 15)
0
10
20
30
40
50
60
70
80
14.3
12.3
2.0
67.9
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

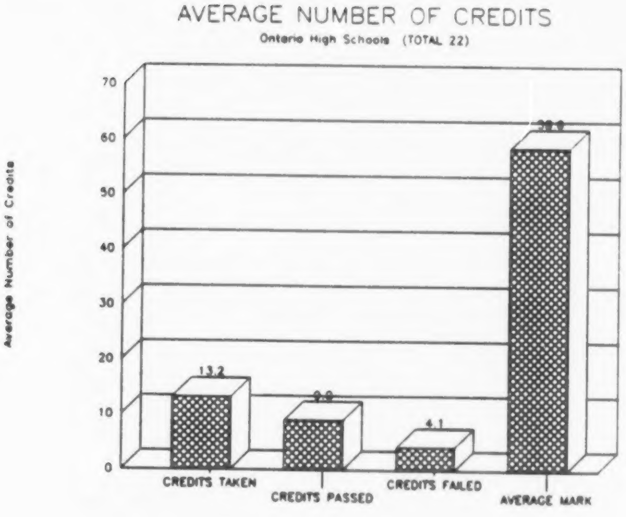

AVERAGE NUMBER OF CREDITS
John Paul II High School (TOTAL 12)
Average Number of Credits
0
10
20
30
40
50
60
13.2
9.5
3.7
54.4
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK


AVERAGE NUMBER OF CREDITS
Rouyn-Noranda/Val D'Or H. S. (TOTAL 11)
Average Number of Credits
0
10
20
30
40
50
60
70
12.5
9.4
3.2
61.2
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK


AVERAGE NUMBER OF CREDITS
St. Alphonsus High School (TOTAL 4)
Average Number of Credits
0
10
20
30
40
50
60
70
80
13.3
11.8
1.5
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK


AVERAGE NUMBER OF CREDITS
Other Quebec High Schools (TOTAL 46)
Average Number of Credits
0
10
20
30
40
50
60
12.5
3.8
57.0
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

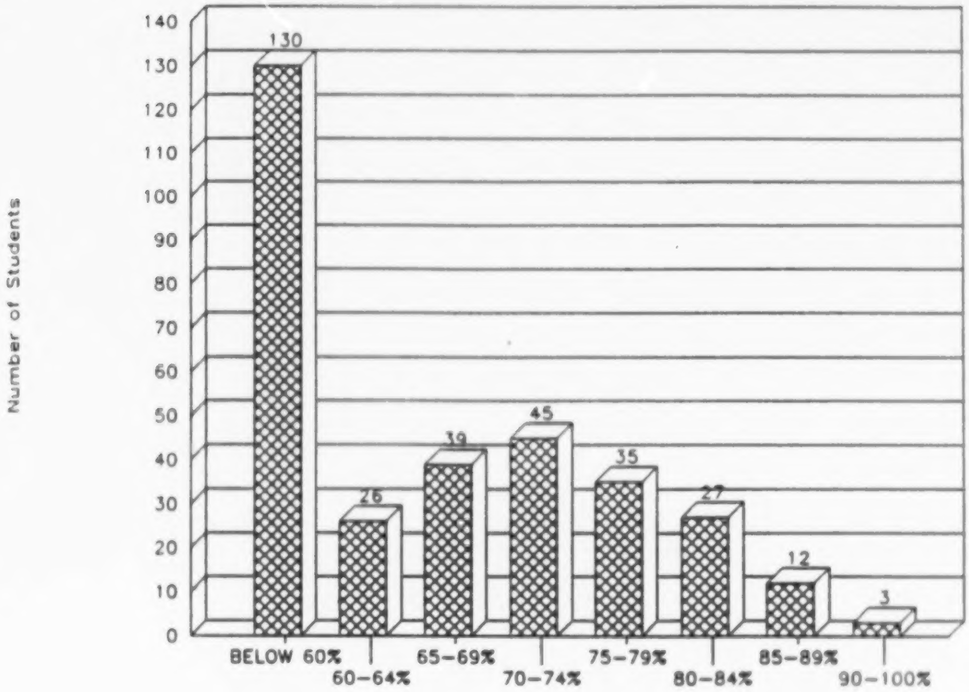

AVERAGE NUMBER OF CREDITS
Northern Rural High Schools (TOTAL 20)
Average Number of Credits
0
10
20
30
40
50
60
11.3
6.0
4.6
51.1
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK


AVERAGE NUMBER OF CREDITS
Ontario High Schools (TOTAL 22)
Average Number of Credits
0
10
20
30
40
50
60
70
13.2
9.0
4.1
CREDITS TAKEN
CREDITS PASSED
CREDITS FAILED
AVERAGE MARK

HERITAGE

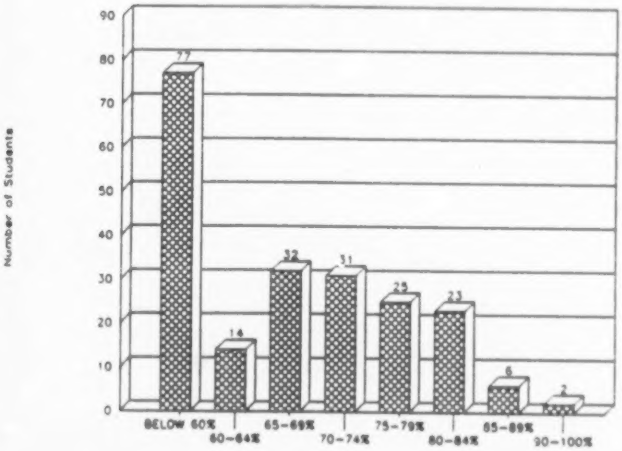
AVERAGE ACADEMIC PERCENTAGE

Total Population (318)



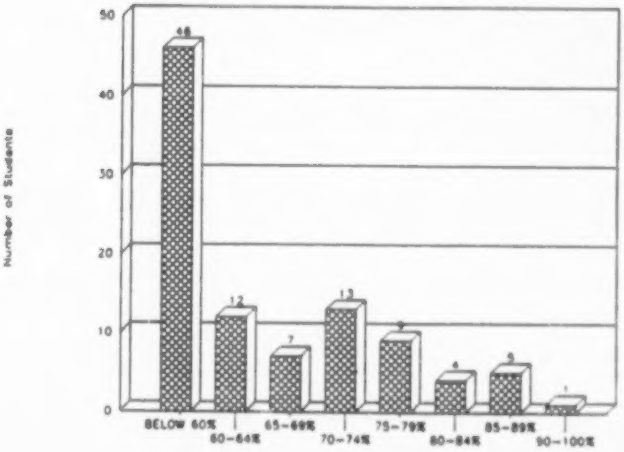
AVERAGE ACADEMIC PERCENTAGE

Pre-University (TOTAL 210)



AVERAGE ACADEMIC PERCENTAGE

Career (Total 98)



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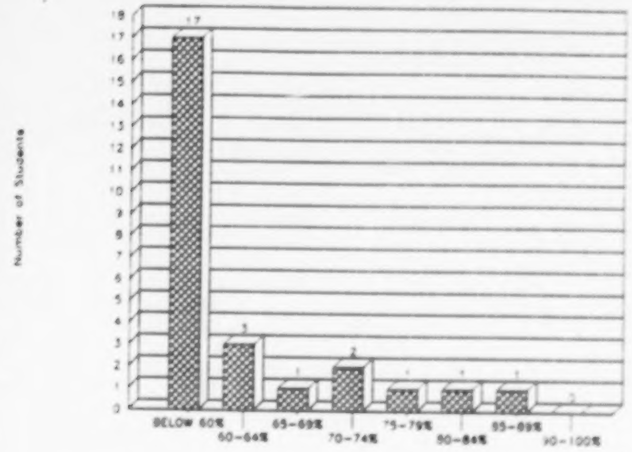
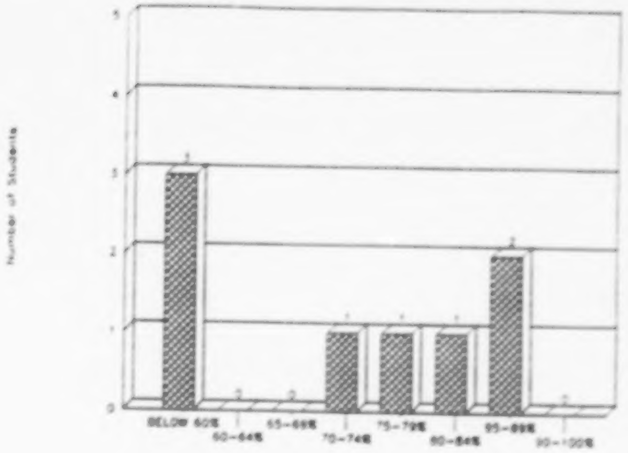


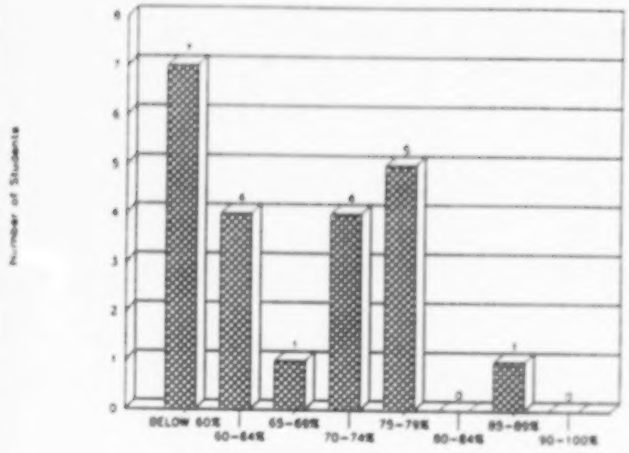
AVERAGE ACADEMIC PERCENTAGE

Business Administration (TOTAL 27)



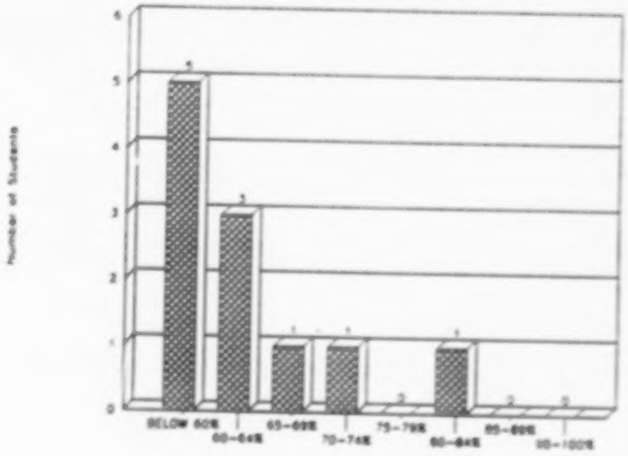
AVERAGE ACADEMIC PERCENTAGE

Computer Science (TOTAL 8)



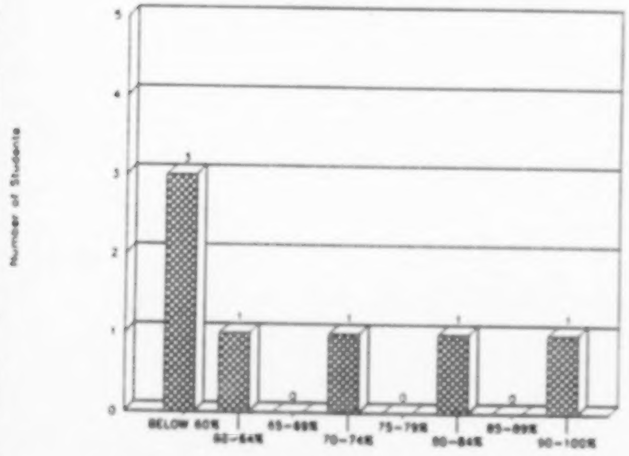
AVERAGE ACADEMIC PERCENTAGE

E C C E (TOTAL 22)



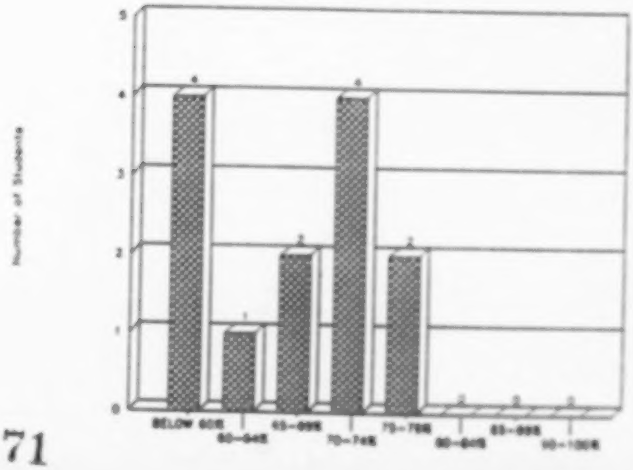
AVERAGE ACADEMIC PERCENTAGE

Electronic Engineering Tech. (TOTAL 11)



AVERAGE ACADEMIC PERCENTAGE

Nursing Access (TOTAL 7)



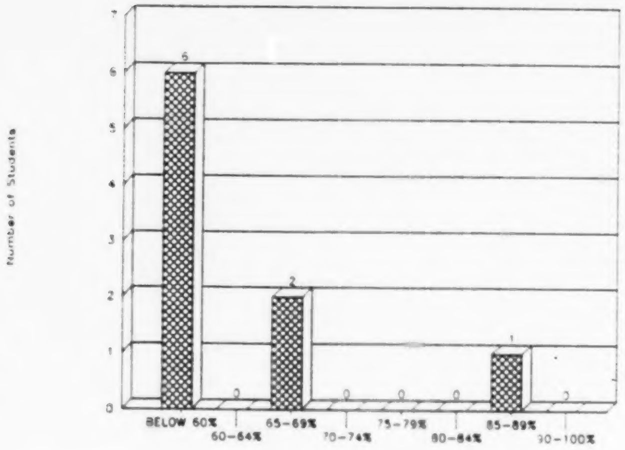
AVERAGE ACADEMIC PERCENTAGE

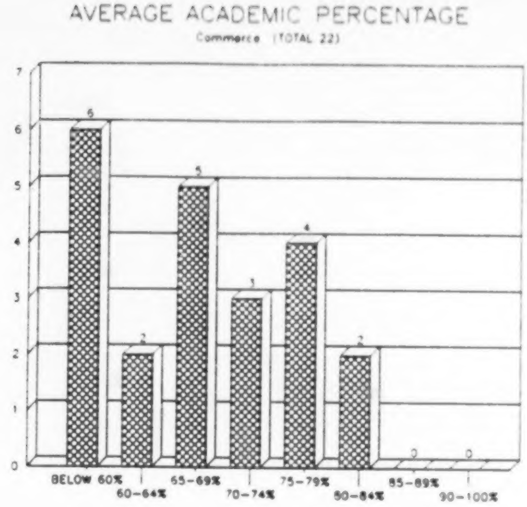
Nursing (TOTAL 13)

BEST COPY AVAILABLE

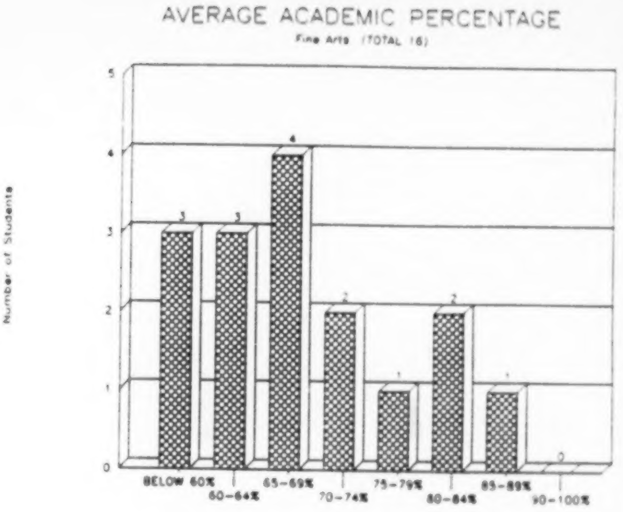
AVERAGE ACADEMIC PERCENTAGE

Office Systems Technology (TOTAL 9)

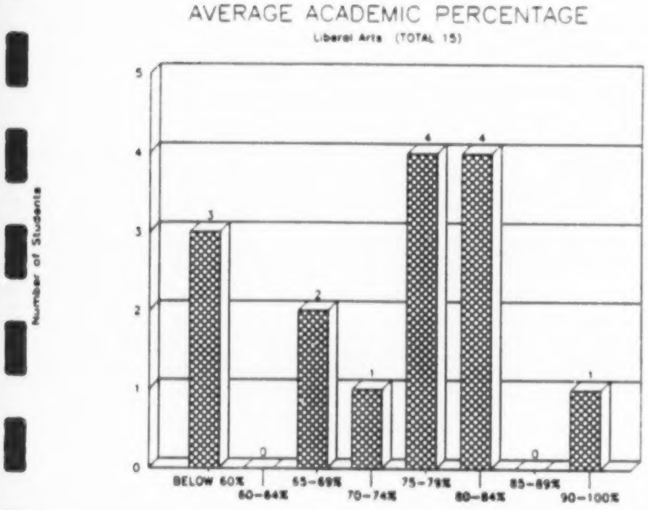



AVERAGE ACADEMIC PERCENTAGE

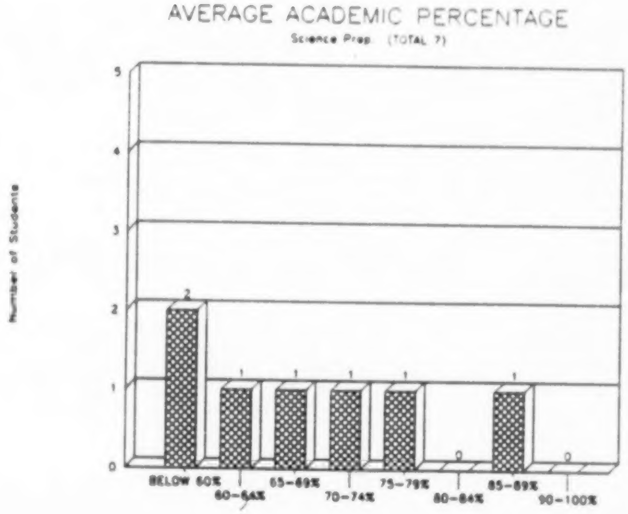
Commerce (TOTAL 22)


AVERAGE ACADEMIC PERCENTAGE

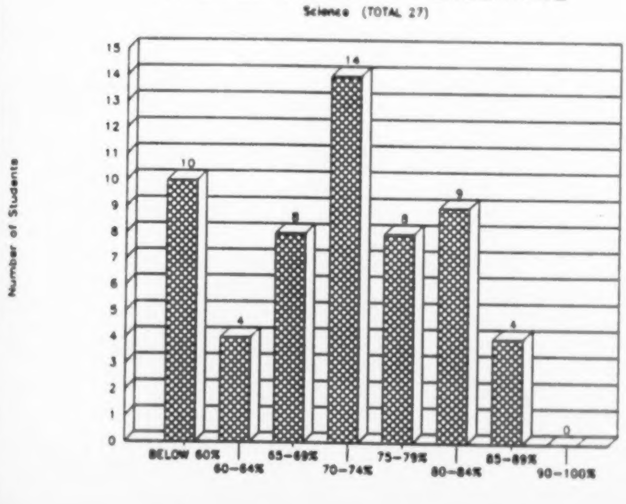
Fine Arts (TOTAL 16)


AVERAGE ACADEMIC PERCENTAGE

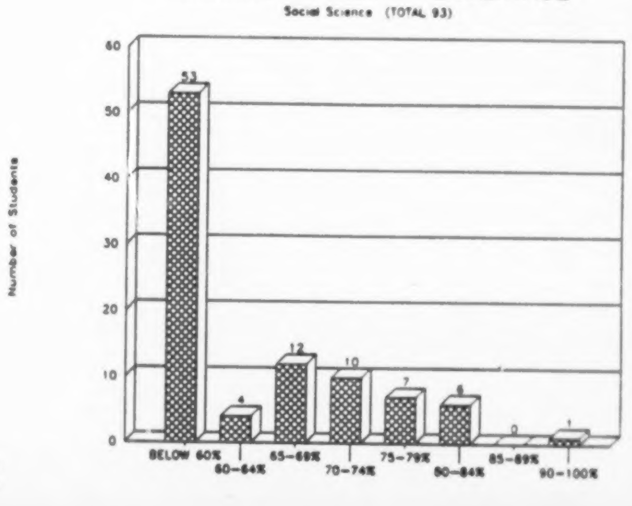
Liberal Arts (TOTAL 15)


AVERAGE ACADEMIC PERCENTAGE

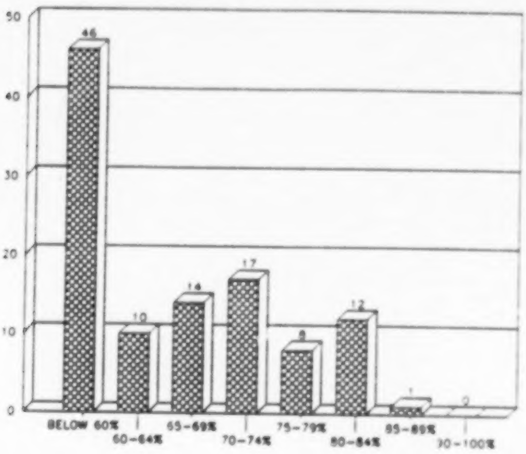
Science Prep. (TOTAL 7)

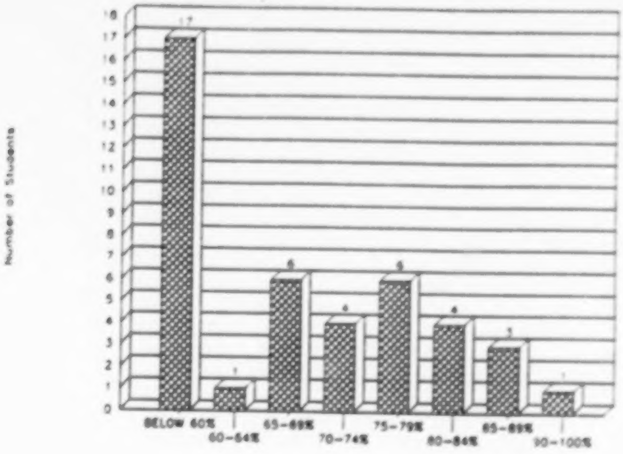

AVERAGE ACADEMIC PERCENTAGE

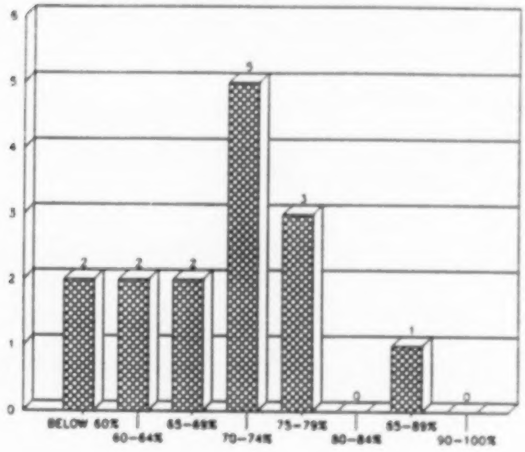
Science (TOTAL 27)

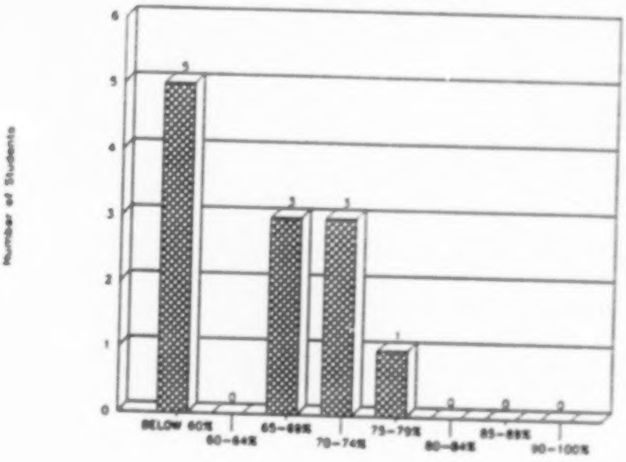

AVERAGE ACADEMIC PERCENTAGE

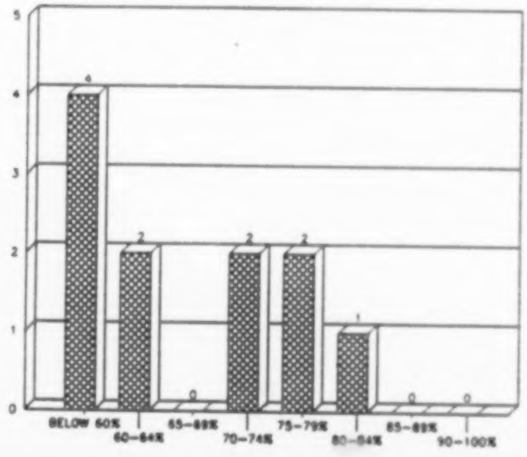
Social Science (TOTAL 93)

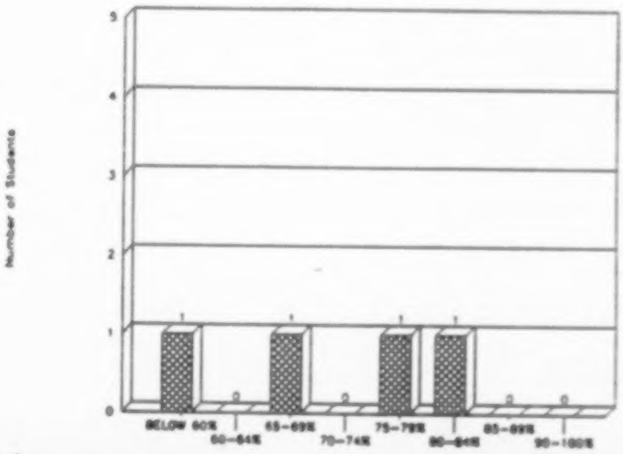

AVERAGE ACADEMIC PERCENTAGE
Philemon Wright High School (TOTAL 108)

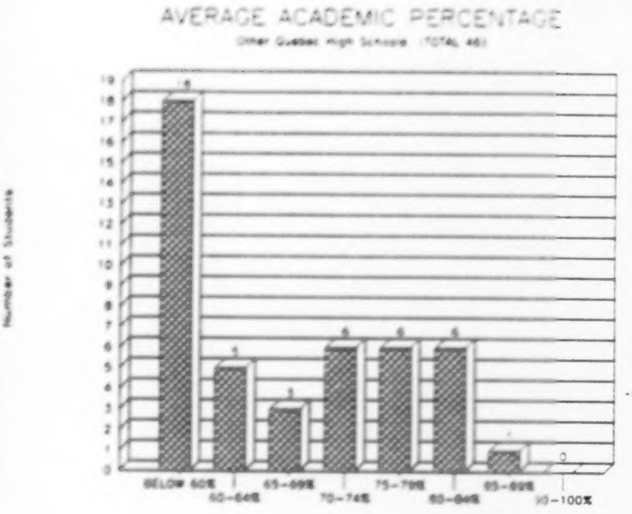

AVERAGE ACADEMIC PERCENTAGE
D'Arcy McGee High School (TOTAL 42)

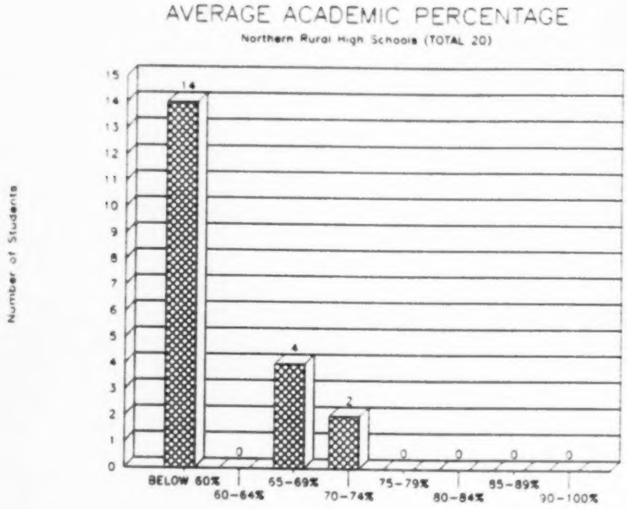

AVERAGE ACADEMIC PERCENTAGE
Pontiac Protestant H. S. (TOTAL 15)

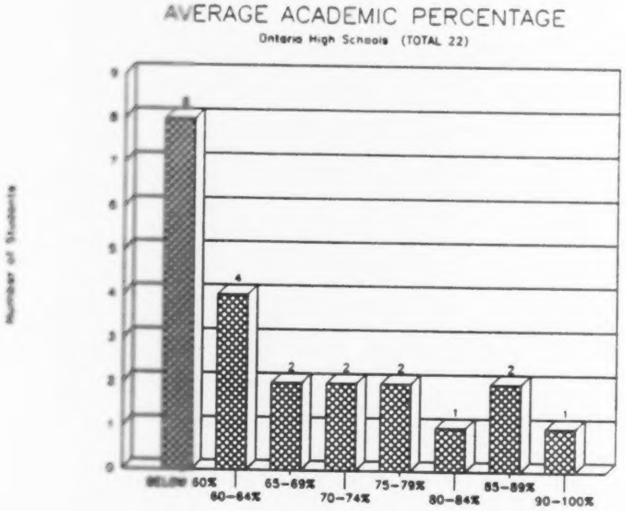

AVERAGE ACADEMIC PERCENTAGE
John Paul II High School (TOTAL 12)


AVERAGE ACADEMIC PERCENTAGE
Rouyn-Noranda/Val D'Or H. S. (TOTAL 11)


AVERAGE ACADEMIC PERCENTAGE
St. Alphonsus High School (TOTAL 4)


AVERAGE ACADEMIC PERCENTAGE
Other Quebec High Schools (TOTAL 46)
Number of Students
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
18
5
3
6
6
6
1
0
BELOW 60%
60-64%
65-69%
70-74%
75-79%
80-84%
85-89%
90-100%


AVERAGE ACADEMIC PERCENTAGE
Northern Rural High Schools (TOTAL 20)
Number of Students
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
14
0
4
2
0
0
0
0
BELOW 60%
60-64%
65-69%
70-74%
75-79%
80-84%
85-89%
90-100%


AVERAGE ACADEMIC PERCENTAGE
Ontario High Schools (TOTAL 22)
Number of Students
0
1
2
3
4
5
6
7
8
9
8
4
2
2
2
1
2
1
BELOW 60%
60-64%
65-69%
70-74%
75-79%
80-84%
85-89%
90-100%

APPENDIX D

ADOPTED ACADEMIC COUNCIL MOTIONS CONCERNING THE SESSION D'ACCUEIL RESEARCH PROJECT

WHEREAS The Ministry of Higher Education and Science has granted Heritage College additional resources in the amount of $33,800 for 1994-95.

WHEREAS The Session d'accueil research project has yielded an extensive data base through college-wide consultation (ie. faculty, students, non-teaching professionals), review of the literature, high response rates from the student and department/service surveys, high school academic transcripts as well as Fall 1993 academic results.

MOVED BY K. Tysick

SECONDED BY T. Kingsley

THAT Academic Council adopt the program profiles for the **At Risk** student, **Undecided** student and for students **Lacking Pre-requisites.**

and

THAT Academic Council adopt, in principle, the notion of mandatory attendance for first year, first semester **At Risk** students.

and

THAT Academic Council recommend to the College that the Session d'accueil final report and recommendations be used as the basis for decision making regarding the identification and placement of incoming students as well as implementation of the Session d'accueil program for August 1994.

THE ABOVE MOTIONS WERE ADOPTED UNANIMOUSLY AT THE JUNE 2ND, 1994 MEETING OF ACADEMIC COUNCIL

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC

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Author(s) Kim C. Tysick	
Corporate Source Kim C. Tysick Heritage College	Publication Date June 1994

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Signature	Position ACADEMIC ADVISOR
Printed Name Kim C. TYSICK	Organization HERITAGE COLLEGE
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